



ATAR course examination, 2022

Question/Answer booklet

CHILDREN, FAMILY AND THE COMMUNITY

Please place your student identification label in this box

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Multiple-choice answer sheet

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Multiple-choice	10	10	10	10	10
Section Two Short answer	8	8	90	106	50
Section Three Extended answer	3	2	80	50	40
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2022: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions.

Section One: Answer all questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Section Two: Answer all questions in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

Section Three: Answer two questions from a choice of three. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Multiple-choice**10% (10 Marks)**

This section has **10** questions. Answer **all** questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Suggested working time: 10 minutes.

1. Bronfenbrenner's theory of ecological systems suggests an environmental structure whereby a child is influenced by its parent's work and the amount of time and energy it leaves for parenting. This structure is identified as the
 - (a) microsystem.
 - (b) mesosystem.
 - (c) exosystem.
 - (d) macrosystem.

2. The Five Capitals Model is a model for sustainable development. The five capitals are
 - (a) natural, human, social, ecological, and financial.
 - (b) natural, human, social, manufactured, and financial.
 - (c) native, human, social, manufactured, and financial.
 - (d) natural, human, sustainable, manufactured, and financial.

3. Erikson's theory of psychosocial development characterises 12 to 18-year-olds as being in the stage of
 - (a) initiative versus guilt.
 - (b) ego integrity versus despair.
 - (c) identity versus role confusion.
 - (d) autonomy versus shame.

4. According to Vygotsky's theory of sociocultural development, the 'more knowledgeable other' is a person who
 - (a) has a lower ability level than the person they are teaching.
 - (b) has a more advanced ability level than the person they are teaching.
 - (c) is a member of the community who helps others.
 - (d) guides and supports learners to achieve their best.

5. Aside from benefitting the planet and its inhabitants, the sustainable principle of community development can offer plenty of advantages, including
 - (a) long-term economic growth with social and environmentally sustainable practices focussing on leaving minimal waste and enhanced resources.
 - (b) ensuring individuals, families and communities have access to clean water and food.
 - (c) creating environmental targets and training materials that give opportunities for people to learn and gain employment.
 - (d) the enforcement of economic, social, and environmental laws for new building projects.

6. Diversity is a principle of community development that includes creating a
 - (a) community in which everyone is safe and feels accepted, regardless of their sexuality.
 - (b) sustainable community for future generations to reduce the impact of fossil fuels.
 - (c) community in which people are respected and accepted, regardless of their race, gender, culture and ability.
 - (d) community that considers the human rights and opinions of all people in society.

7. Societal attitudes and values have changed, and some couples are deciding not to have children. This has affected the development of community support systems, including
 - (a) mediation and legal services.
 - (b) counselling and education services.
 - (c) healthcare and transport services.
 - (d) child minding centres and education services.

8. Mobile phones are expensive devices that were developed for individuals and families to assist them in communicating with each other. This is an example of a
 - (a) political and environmental feature.
 - (b) social and economic feature.
 - (c) political and cultural feature.
 - (d) social and ethical feature.

9. Stable and supportive social systems lead to social cohesion, which ultimately results in sustainable societies. The three features of a sustainable society are
 - (a) society, planting trees and managing economic growth.
 - (b) society, protecting the environment and money.
 - (c) social life, protecting the environment and managing economic growth.
 - (d) social equity, environmental protection and economic viability.

10. Which of the following is a current national or global issue that influences people's actions to create a sustainable pattern of living?
- (a) declining renewable resources
 - (b) vegan and vegetarian diets
 - (c) reducing the impact of the fast fashion industry on landfill
 - (d) government initiatives to encourage healthy lifestyle choices

End of Section One

See next page

Section Two: Short answer

50% (106 Marks)

This section has **eight** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

Question 11

(10 marks)

Consider the image on page 7.

- (a) Describe **two** factors impacting on the growth and development of the Aboriginal and Torres Strait Islander population. (4 marks)

One: _____

Two: _____

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Figure 1: Closing the gap between Aboriginal and Torres Strait Islander people
and non-Indigenous Australians

See next page

Question 11 (continued)

- (b) With reference to the image on page 7, discuss the impact of a social and economic factor on the development of individuals in the Aboriginal and Torres Strait Islander population group. (6 marks)

Social: _____

Economic: _____

Question 12**(15 marks)**

Consider the case study below.

Sasha is a 12-year-old girl who has migrated with her family from the middle-east recently. She has been exposed to war, has not been allowed to play sport and was removed from school at a young age because of her gender. This has impacted on her ability to read and write, and she is behind in her growth and development for her age. Her parents speak limited English and are having trouble finding employment, making it difficult for them to financially provide for their family.

- (a) Identify a product, service and system that is designed to assist Sasha and her family settle into life in Australia. (3 marks)

Product: _____

Service: _____

System: _____

- (b) (i) With reference to the case study and the product identified in part (a), discuss the technological features designed for individuals and families. (4 marks)

	Technological features
Product	_____

Question 12 (continued)

- (ii) With reference to the case study and the service identified in part (a), discuss the sustainable features designed for individuals and families. (4 marks)

	Sustainable features
Service	

- (iii) With reference to the case study and the system identified in part (a), discuss the ethical features designed for individuals and families. (4 marks)

	Ethical features
System	

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See next page

Question 13

(10 marks)

Disability affects many people, either throughout their whole life or temporarily. Whatever the impact, everyone has the right to be an active member of the community.

Disability Rights

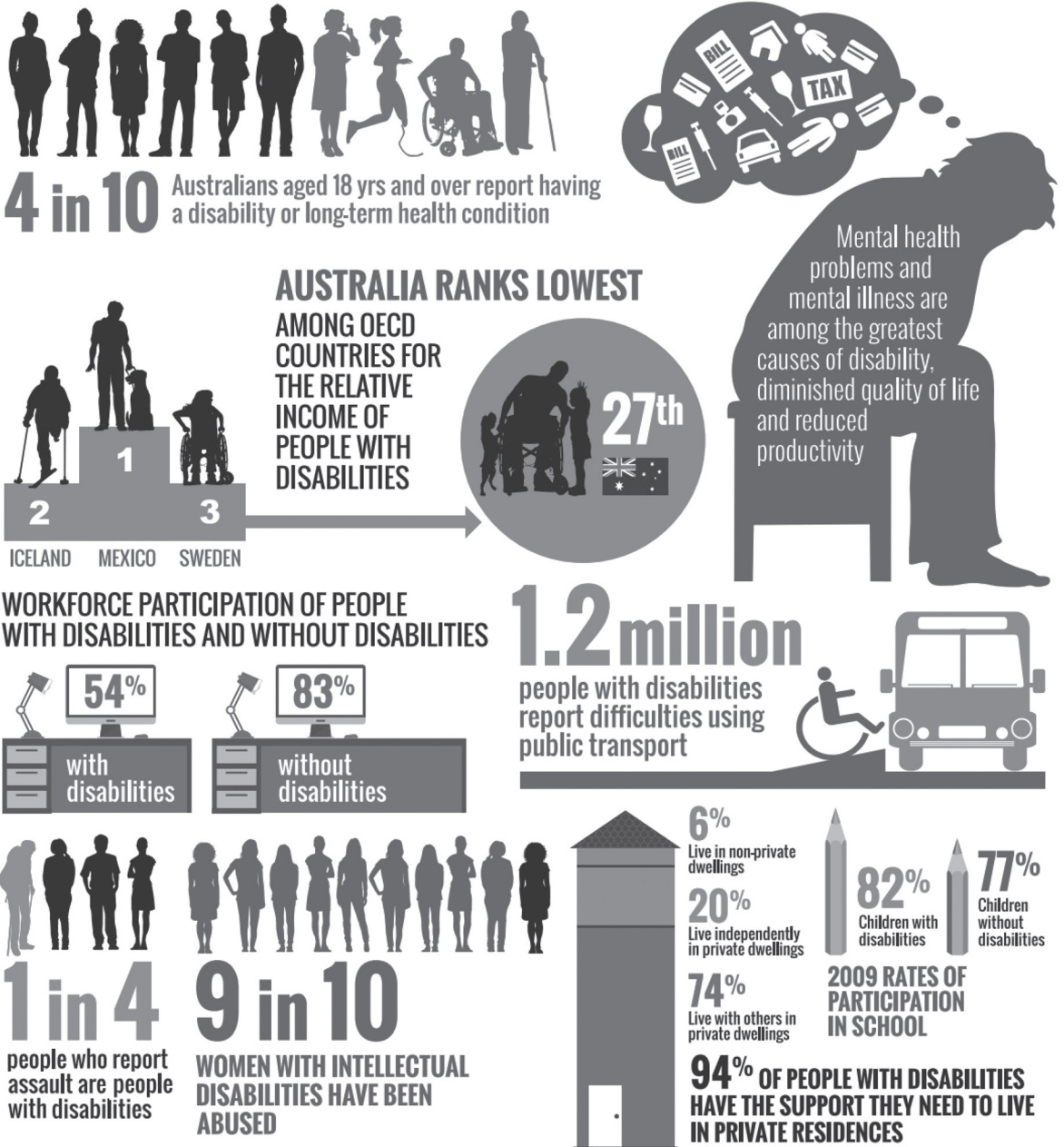


Figure 2: 2014 Face the Facts Disability Rights

A principle of community development includes human rights.

- (a) Define 'human rights'. (2 marks)

- (b) With reference to the infographic on page 12, identify and explain **two** human rights issues experienced by individuals with disabilities. (4 marks)

One: _____

Two: _____

A principle of community development is to address disadvantage.

- (c) For each issue identified in part (b), outline a possible solution. (4 marks)

One: _____

Two: _____

Question 14

(20 marks)

- (a) Identify an individual **and** a group action to create and maintain sustainable patterns of living. (2 marks)

Individual action: _____

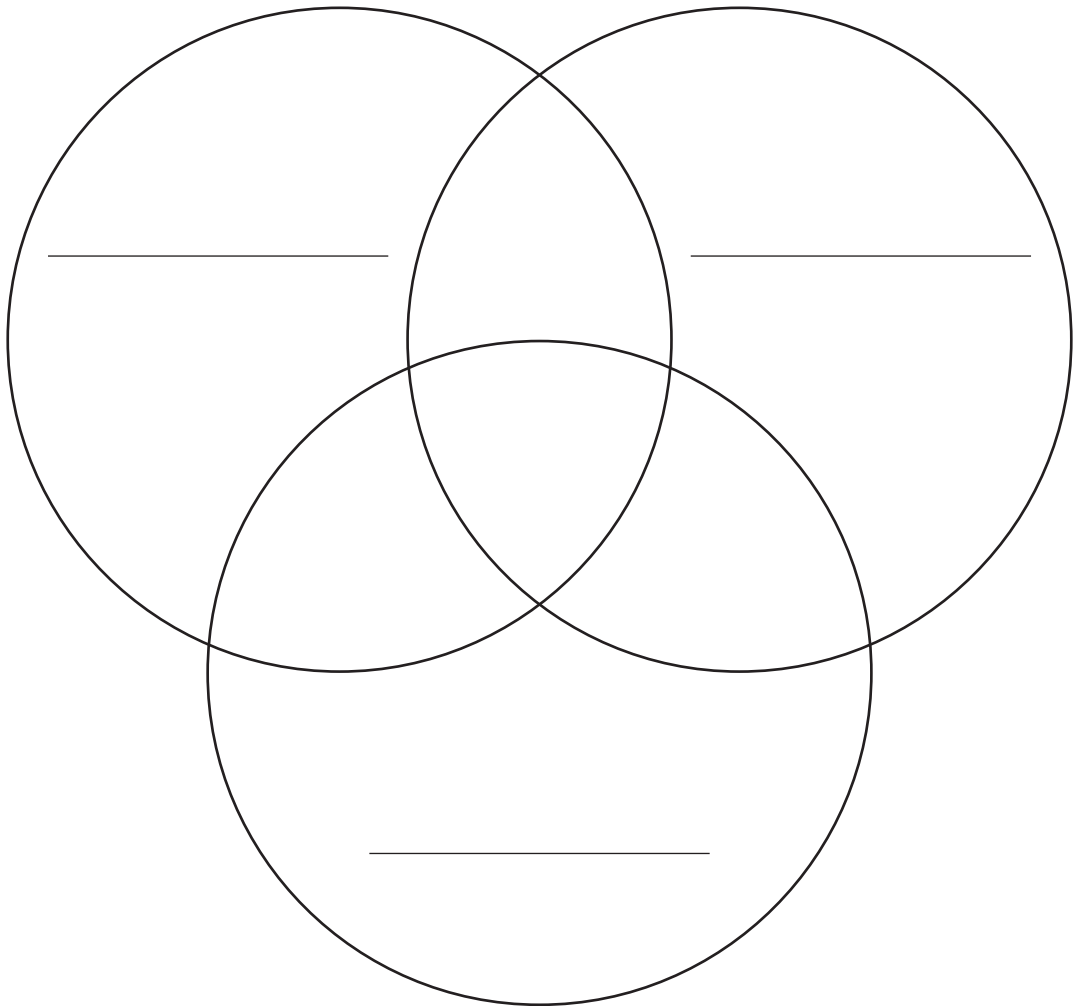
Group action: _____

- (b) (i) Describe how the individual action identified in part (a) influences the individual's ability to maintain sustainable patterns of living. (2 marks)

- (ii) Describe how the group action identified in part (a) influences the group's ability to maintain sustainable patterns of living. (2 marks)

- (c) (i) Define the Triple Bottom Line theory. (2 marks)

- (ii) On the diagram below, label **three** components of the Triple Bottom Line theory.
(3 marks)



Question 14 (continued)

- (iii) Using the **three** components identified in part (c)(ii), explain the application of the Triple Bottom Line theory to the provision of a community service **or** system in Australia or overseas. (9 marks)

Community service **or** system: _____ (0 marks)

One: _____

Two: _____

Three: _____

Question 15

(9 marks)

Explain the impact of the *Australian Human Rights Commission Act 1986* on the wellbeing of children, families, and communities.

Children

Families

Communities

Question 16

(15 marks)

- (a) Identify **two** examples of how the rights of children are protected in Australia and/or globally. (2 marks)

One: _____

Two: _____

- (b) Identify a federal government policy **and** a community group that could impact the growth and development of children. (2 marks)

Federal government policy: _____

Community group: _____

- (c) Explain the impact of the federal government policy you identified on the growth and development of children in the community group identified in part (b). (3 marks)

- (d) With reference to the federal government policy identified in part (b), analyse the impact it has had on the social and environmental development of families. (8 marks)

Social: _____

Environmental: _____

Question 17

(13 marks)

Community partnerships are social structures and systems required for the effective functioning of societies.

- (a) Identify and describe **one** example of a community partnership. (3 marks)

Community partnership	Description
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- (b) Using the example of a community partnership identified in part (a), state **two** roles and **three** responsibilities for the community. (5 marks)

Roles

One: _____

Two: _____

Responsibilities

One: _____

Two: _____

Three: _____

- (c) Using the example of a community partnership identified in part (a), state **two** roles and **three** responsibilities for the government. (5 marks)

Roles

One: _____

Two: _____

Responsibilities

One: _____

Two: _____

Three: _____

Question 18

(14 marks)

- (a) Describe **two** of the four stages in Piaget's theory of cognitive development. (4 marks)

One: _____

Two: _____

- (b) Describe the first stage of Erikson's psychosocial development theory, trust versus mistrust. (2 marks)

- (c) Compare Piaget's cognitive development theory with Erikson's psychosocial development theory, outlining **two** similarities and/or differences. (4 marks)

One: _____

Two: _____

Both Piaget and Erikson's theories explore the relationship between biological and environmental aspects of growth and development.

- (d) (i) Describe the relationship between the biological aspects of growth and development. (2 marks)

- (ii) Describe the relationship between the environmental aspects of growth and development. (2 marks)

End of Section Two

See next page

Section Three: Extended answer

40% (50 Marks)

This section has **three** questions. You must answer **two** questions. Write your answers in the spaces provided following Question 21.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 80 minutes.

Question 19

(25 marks)

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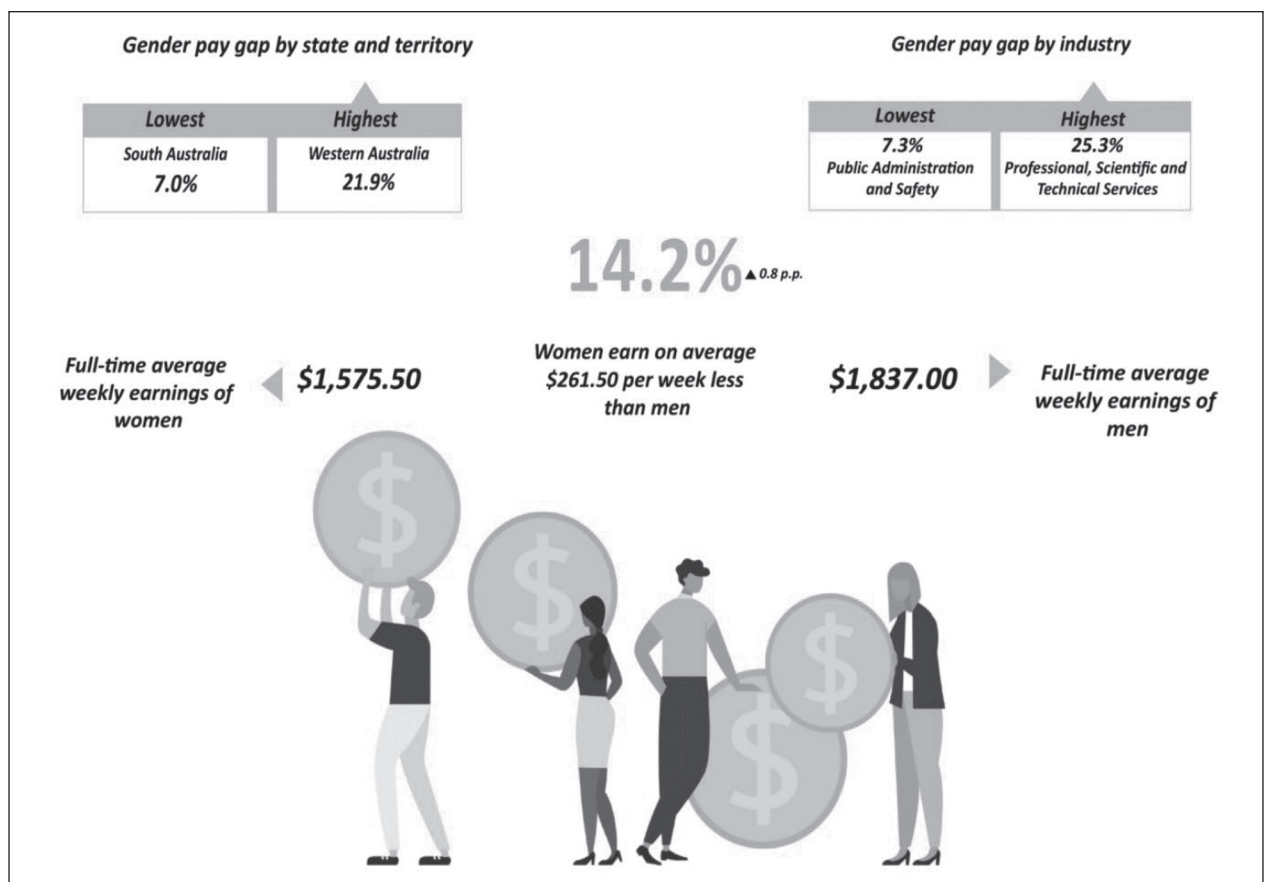


Figure 3: Australian Government (2021), Australia's Gender Pay Gap Statistics

See next page

- (a) (i) Consider the primary and secondary sources on page 24 and describe the common issue they identify. (2 marks)
- (ii) Explain how the *Equal Opportunity Act 1984* can be applied to the issue identified in part (a)(i). (3 marks)
- (b) (i) Identify and describe **two** advocacy skills that could be used in relation to the issue identified. (6 marks)
- (ii) Describe **two** communication skills and/or strategies that could be used to advocate for the issue identified. (4 marks)
- (iii) Develop and communicate a plan to advocate for equal opportunity, social justice, or change. (10 marks)

Question 20

(25 marks)

The United Nations Sustainable Development Goals were adopted by the United Nations in 2015.

- (a) Analyse the aim of the United Nations Sustainable Development Goals. (4 marks)
- (b) (i) Describe **three** ways in which the United Nations Sustainable Development Goals seek to promote decent work and economic growth. (6 marks)
- (ii) Explain how improving decent work and economic growth can have an impact on creating sustainable cities and communities. (3 marks)

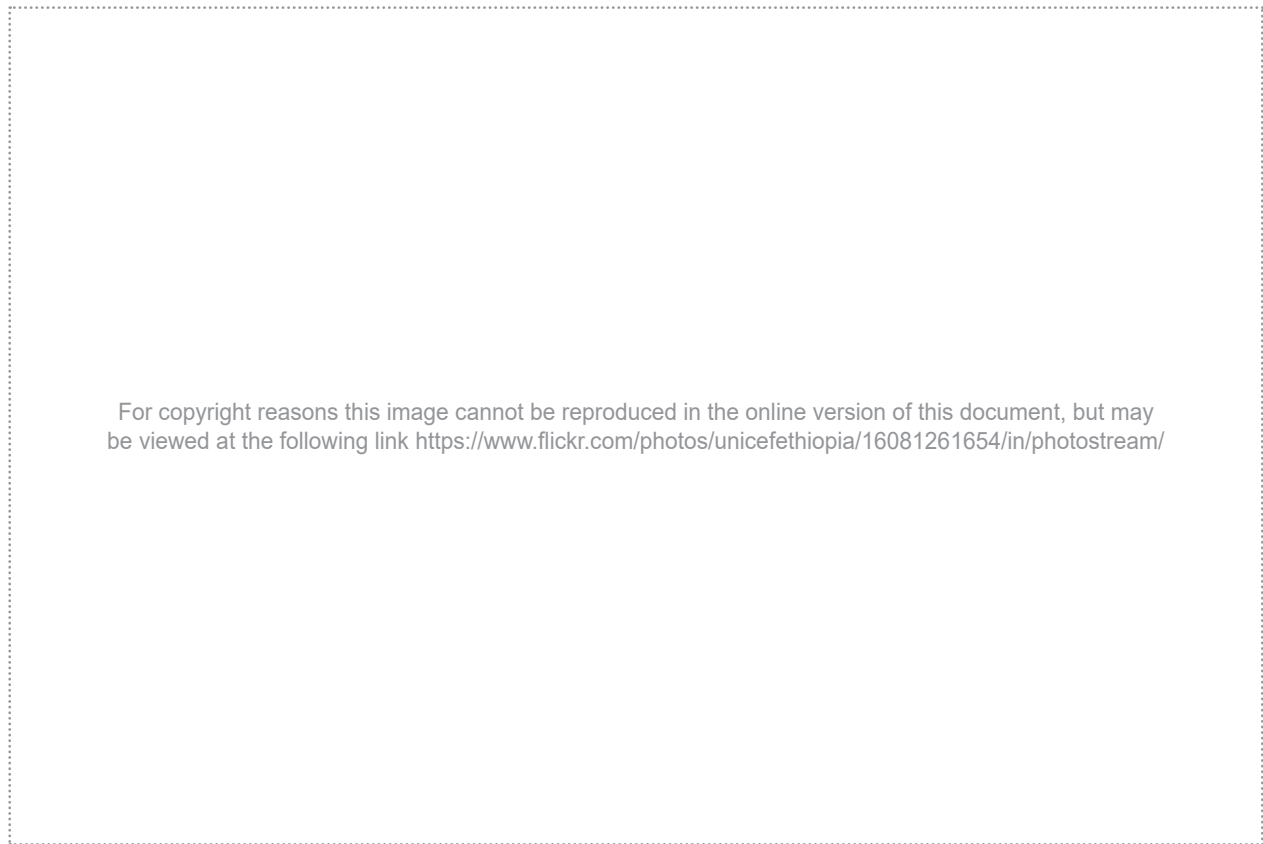
Read the following information.

- Globally, around 5.5 million more girls than boys of primary school age were out of school in 2018.
 - In 2019, 22% of the world's youth were not engaged in either education, employment, or training.
 - An additional 18 million health workers are needed, primarily in low and lower middle-income countries, to achieve universal health coverage by 2030.
 - Strong international cooperation is needed now more than ever to ensure that countries have the means to achieve the United Nations Sustainable Development Goals.
 - Almost 2 in 10 people have reported having personally experienced discrimination on at least one of the grounds established by international human rights law.
- (c) In relation to the information provided, explain the aim of meeting the following goals:
- good health and wellbeing
 - quality education
 - reduced inequality
 - partnerships to achieve a goal. (12 marks)

Question 21

(25 marks)

Consider the following image.



- (a) Describe the national or global issue shown in the image that influences people's actions to create sustainable patterns of living. (3 marks)

Conflict is normal as all people cannot be expected to have the same beliefs and attitudes toward national or global issues. Learning how to deal with conflict is essential to the success of any community.

- (b) (i) Describe **two** conflict resolutions skills required when working with others. (6 marks)
- (ii) Discuss the impact on individuals if conflict is **not** dealt with effectively. (4 marks)
- (c) (i) Describe **three** self-management skills and/or strategies. (6 marks)
- (ii) Explain how **two** of the self-management skills and/or strategies identified in part (c)(i) could be used to support the sustainable use of resources that contribute to individual, group and/or population goals. (6 marks)

End of questions

Question number: _____

Horizontal lines for writing.

ACKNOWLEDGEMENTS

- Question 11** Figure 1 adapted from:
© Commonwealth of Australia, Department of the Prime Minister and Cabinet, *Closing the Gap Report 2020*. Retrieved April, 2022, from <https://ctgreport.niaa.gov.au/content/closing-gap-2020>
Used under Creative Commons Attribution 4.0 International licence.
NITV. (n.d.). *Closing the gap targets* [Infographic]. Retrieved April, 2022, from <https://www.sbs.com.au/nitv/article/2019/02/15/our-people-will-lead-way-close-gap>
- Question 13** Figure 2 adapted from: Australian Human Rights Commission. (2014). *Face the facts: Disability rights* [Infographic]. Retrieved April, 2022, from <https://humanrights.gov.au/our-work/education/face-facts-disability-rights>
Used under Creative Commons Attribution 4.0 International licence.
- Question 19** Text adapted from: Duke, J. (2021, August 19). Men earning \$260 a week more than women as gender pay gap widens. *The Sydney Morning Herald*. Retrieved April, 2022, from <https://www.smh.com.au/politics/federal/men-earning-260-a-week-more-than-women-as-gender-pay-gap-widens-20210819-p58k6y.html>
Figure 3 adapted from: Workplace Gender Equality Agency. (2021). *Australia's gender pay gap statistics August 2021* [Infographic]. © Commonwealth of Australia. Retrieved January, 2022, from <https://www.wgea.gov.au/publications/australias-gender-pay-gap-statistics>
Used under Creative Commons Attribution 4.0 International licence.
- Question 20** Sentence 1 from: United Nations. (n.d.). *The sustainable development agenda*. Retrieved April, 2022, from <https://www.un.org/sustainable-development/development-agenda/>
- Question 20(c)** Dot point 1 from: United Nations. (2020). *The sustainable development goals report 2020*. Retrieved April, 2022, from <https://unstats.un.org/sdgs/report/2020/>
Dot points 2, 3 and 5 adapted from: United Nations. (2020). *The sustainable development goals report 2020*. Retrieved April, 2022, from <https://unstats.un.org/sdgs/report/2020/>
Dot point 4 adapted from: United Nations. (2019). *Partnerships: Why they matter*. Retrieved April, 2022, from https://www.un.org/sustainable-development/wp-content/uploads/2019/07/17_Why-It-Matters-2020.pdf
(i)–(iv) adapted from: United Nations. (n.d.). *Take action for the sustainable development goals*. Retrieved April, 2022, from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Question 21

Adapted from: Tsegaye. (2014). *Rotary International advocacy visit to Ethiopia to support the polio eradication efforts and participate in the national polio immunization campaign* [Photograph]. Retrieved April, 2022, from <https://www.flickr.com/photos/unicefethiopia/16081261654/in/photostream/>

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