Children, Family and the Community
Stage 3

Time allowed for this paper
Reading time before commencing work: ten minutes
Working time for paper: three hours

Materials required/recommended for this paper
To be provided by the supervisor
This Question/Answer Booklet
Multiple-choice Answer Sheet

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 notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor before reading any further.
Structure of this paper

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Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the Year 12 Information Handbook 2015. 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. 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.

   Sections Two and Three: Write your answers in this Question/Answer Booklet.

3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.

4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
   - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
   - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.
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. 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. A social feature of a service developed to assist fly in, fly out families is
   (a) a service located near public transport.
   (b) one subsidised by the government.
   (c) where buildings meet all safety regulations.
   (d) a service that includes a helpline.

2. Communication strategies to be used when advocating to empower individuals include
   (a) talking, reinforcing and mediating.
   (b) providing feedback, negotiating and emailing.
   (c) speaking calmly, active listening and providing feedback.
   (d) nurturing, emailing and speaking calmly.

3. When evaluating the value of a secondary source to research, which of the following are most important?
   (a) validity, author and source
   (b) reliability, date and author
   (c) relevance, date and source
   (d) reliability, authenticity and relevance

4. A major aspect of Vygotsky's theory of development is the Zone of Proximal Development. An example of a teacher applying this aspect of the theory in their primary classroom is
   (a) teaching children who know their two times table to learn the four times table.
   (b) using group work with students of mixed ability in each group.
   (c) breaking down new skills to be mastered into a series of steps to be mastered sequentially.
   (d) teaching skills at the level of the weakest students in the class.

5. Political factors influencing the growth and development of single-parent families include
   (a) the Family Law Act 1975 and the provision of social security payments.
   (b) workforce opportunities for women.
   (c) single parent family support groups and counselling.
   (d) childcare subsidies and Legal Aid.
6. The *Family Law Act 1975* (Commonwealth) and *Family Court Act of WA 1997* (State) have led to an increase in services for families that are separating to include

(a) education.
(b) financial planning.
(c) childcare.
(d) mediation.

7. Which stage of Erikson's theory of development is 'Autonomy vs Shame and Doubt'?

(a) first
(b) second
(c) third
(d) sixth

8. What was the purpose of the *Universal Declaration of Human Rights* in 1948?

(a) establishment of basic rights and fundamental freedoms to which all human beings are entitled
(b) improvement of the basic human rights of women in our community
(c) protection of the rights of minority groups in our community
(d) establishment of laws to attend to the cultural diversity of individuals in Australia

9. Which term from Piaget’s Cognitive Development theory is the basic building block of knowledge upon which further understanding will be developed?

(a) language
(b) assimilation
(c) schema
(d) symbols

10. A statutory body established by the government of Western Australia to protect human rights of Western Australians is

(a) the Australian Human Rights Commission.
(b) the Equal Opportunity Commission.
(c) the Working With Children Commission.
(d) Centrelink.

End of Section One
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CHILDREN, FAMILY AND THE COMMUNITY

Section Two: Short answer

This section has seven (7) questions. Answer all questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

Question 11  

(a) Explain how two Australian Government policies have been altered in order to adapt to changing social attitudes in a community. (6 marks)

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See next page
Question 11 (continued)

(b) Discuss how two Australian Government policies affect the provision of resources in an identified community. Provide one example for each policy to clarify your discussion. (6 marks)
Question 12 (15 marks)

(a) Discuss one law in Australia that supports equity and human rights for all individuals. (3 marks)

(b) Identify three ways in which the law discussed in part (a) assists individuals to lead a better life. (6 marks)
Question 12 (continued)

(c) Identify two ways in which the law identified in part (a) responds to the cultural diversity of individuals in Australia. (4 marks)

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(d) Provide two examples of how an individual can demonstrate social justice and equality in a care setting. (2 marks)

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"Of course it isn't a case of sexual discrimination. We just don't think you're the right man for the job."

(a) Discuss the message portrayed in the cartoon above.  

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(b) Discuss the role and responsibility of the Australian Government in relation to freedom from sexual discrimination as a human right. (3 marks)

(c) Describe the social justice options available to an individual whose human rights have been violated. (4 marks)
STAGE 3

CHILDMREN, FAMILY A\ND
THE COMMUNITY

Question 14  

(a) Apply the Five Capitals Model to the management of resources in a care situation. Choose a care situation you have studied this year and discuss briefly the impact of the management of:

- natural
- human
- social
- manufactured, and
- financial resources

on the wellbeing of individuals or the community. (11 marks)
Question 14 (continued)

(b) Discuss two ways in which individuals or group actions can create and maintain sustainable patterns of living. (6 marks)

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(c) Identify and explain one existing product that uses technological and sustainable features to preserve resources for future generations. (4 marks)

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Question 15 (18 marks)

(a) Identify an existing product, service or system that has been designed to meet the needs of individuals and families. Outline three ways in which this product, service or system can meet the needs of individuals, families or groups in the community. (10 marks)
Question 15 (continued)

(b) Identify **one** social, political, ethical, environmental and financial feature of the product, service or system you have chosen in part (a), and for **one** of these features explain how an individual’s or family’s needs might be met. (8 marks)
Question 16  

(a) Identify a community that displays social cohesion. Give three examples of social cohesion indicators that the community demonstrates.  

(b) Explain two factors that might contribute to a lack of social cohesion in a community.
Question 16 (continued)

(c) Identify and discuss three influences of changing social attitudes and values on the development of sustainable support systems within a community. (9 marks)
Question 17 (11 marks)

(a) Discuss one example of a community partnership that was established to help meet the needs of a particular group. (3 marks)

(b) For two major participants in the partnership identified in part (a), identify two roles and two responsibilities of each participant. (8 marks)
Question 18  (30 marks)

(a) What message does the cartoonist convey about sustainability? How could an individual apply one self-management skill or strategy to support the sustainable use of resources suggested by the cartoon? (6 marks)

(b) Explain four ways in which this issue might affect individuals, families and the community. (16 marks)

(c) Justify two actions or strategies that individuals, families and the community might use to promote awareness of the issue discussed in part (a). (8 marks)
Question 19  

(a) Discuss three elements of Bronfenbrenner’s Ecological System theory. (9 marks)

(b) Explain three of Piaget’s beliefs that explain his Cognitive Development theory. (9 marks)

(c) Compare Bronfenbrenner and Piaget’s theories. Explain one way in which they are similar and two ways in which they are different. Give one example of how each theory could be used when working with individuals. (12 marks)

Question 20  

(a) Provide two contrasting reasons for and two contrasting reasons against social justice or social change at a global level. (8 marks)

(b) Identify four current global issues of social justice or social change and explain how they influence people’s actions. (12 marks)

(c) Select four advocacy skills used to advocate for others on a global issue of social justice or social change. Explain how you could use two of these skills to assist with addressing a global issue of social justice or social change. (10 marks)

End of questions
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Additional working space

Question number: ________________
Additional working space

Question number: ________________
ACKNOWLEDGEMENTS

Section One

Question 13(a) Image from: Kes. (2004). ‘Of course it isn’t a case of sexual discrimination. We just don’t think you’re the right man for the job’ [ID ksmn955]. Retrieved April, 2015, from www.cartoonstock.com/cartoonview.asp?catref=ksmn955

Section Three