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Centre Number

vic. *S*

2	6	5	7	1	0	4	9
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Student Number

**CATHOLIC SECONDARY SCHOOLS ASSOCIATION OF NSW
TRIAL HIGHER SCHOOL CERTIFICATION EXAMINATION
COMMUNITY AND FAMILY STUDIES – MULTIPLE CHOICE ANSWER SHEET**

Select the alternative A, B, C, or D that best answers the question. Fill in the response oval completely.

Sample $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9

A B C D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A B C D

If you have changed your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

A B ^{← correct} C D

ATTEMPT ALL QUESTIONS

- | | | | | | | |
|-----------------|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|
| Question | 1 | A <input checked="" type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 2 | A <input type="radio"/> | B <input type="radio"/> | C <input checked="" type="radio"/> | D <input type="radio"/> | ✓ |
| | 3 | A <input type="radio"/> | B <input checked="" type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 4 | A <input checked="" type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✗ |
| | 5 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✗ |
| | 6 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 7 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 8 | A <input checked="" type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 9 | A <input type="radio"/> | B <input type="radio"/> | C <input checked="" type="radio"/> | D <input type="radio"/> | ✓ |
| | 10 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✗ |
| | 11 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 12 | A <input checked="" type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 13 | A <input type="radio"/> | B <input checked="" type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 14 | A <input type="radio"/> | B <input checked="" type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 15 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 16 | A <input type="radio"/> | B <input checked="" type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |
| | 17 | A <input type="radio"/> | B <input type="radio"/> | C <input checked="" type="radio"/> | D <input type="radio"/> | ✓ |
| | 18 | A <input checked="" type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> | ✓ |
| | 19 | A <input type="radio"/> | B <input type="radio"/> | C <input checked="" type="radio"/> | D <input type="radio"/> | ✓ |
| | 20 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input checked="" type="radio"/> | ✓ |

17.



Community and Family Studies

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Centre Number

Section I (continued)

2	6	5	7	1	0	4	2
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Student Number

Part B – 55 marks

Attempt Questions 21-28

Allow about 1 hour and 40 minutes for this part

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

Question 21 (3 marks)

3

Outline the significance of health, safety and security for the homeless.

Health

For an individual who is living on the streets or squatting in an abandoned house they are more exposed to getting sick, additionally they have access to sanitation and hygiene services and products ~~is limited~~, making it easier to get sick and so good health in general will allow them to get better faster when they are sick, making it reasonably significant (Therefore phys. well.)

contribute to

Safety and Security.

As before, if the individual is living in unsafe accommodation they will be unable to get adequate rest, inhibiting their ability to move around during the day to access food or other services, so feeling safe would allow them rest, improve energy and lead to improving overall wellbeing.

Question 22 (8 marks)

3

- (a) Outline formal support services available for first time parents.

3

Formal support services available include childcare centres, to enable ^{them} to continue working and manage multiple roles, regulation, to assist parents who may be struggling, particularly with a first child, and hospitals or GPs where new parents can seek information on parenting or caring for their child from a reliable source

(b) Analyse the impact of TWO formal support services on the wellbeing of first time parents.

Childcare

Utilizing childcare will enable first time parents to learn how to balance their roles of employee? ^{ment} and parent, while also assisting in soothing separation anxiety slowly as centres often allow children to start with short days and extend to longer ones when requested. This therefore improves emotional wellbeing as the worry over the child's needs being met by ~~someone~~ else is soothed. Additionally, economic wellbeing improves as the parents return to work. Therefore childcare has a positive impact on wellbeing. ^{Stronger link}

Treacilian

Similarly, treacilian allows parents, particularly first time parents, learn how to soothe their child when they're having a hard time, properly breast feed, put them to sleep, ~~educate~~ ^{educate} ~~separate~~ ^{separate} etc. This therefore improves emotional wellbeing as this will ensure the parents don't feel as though they can't care for their child. This ~~has~~ ^{has} a positive impact - ^{stronger link}

What about the implications for both services

clarity

3

This question is to REPLACE Question 23 in the exam paper.

5

Question 23

Identify and prioritise the specific needs of people with disabilities. (8 marks)

Specific needs:

1. Adequate standard of living
3. Safety and security
4. Sense of identity
6. Employment
5. Education
2. Health

More information + examples
Specific to disabled people
needed. You also need to
Place more emphasis on
why some needs are more
important than others

Prioritise:

Adequate standard of living

ensuring people with disabilities are in
adequate housing ensures that they are
best able to cope with their disability,
such as a paraplegic ensuring their
home is wheelchair accessible in
addition to being safe, sanitary, having
water and electricity etc. why is this
most important in priorities?

Health

Ensuring all health, mental and physical,
is on top form, despite whatever disability
they may have, will allow for the best
chance in life and ensure they achieve
to live as happy and long a life as possible.

why how?

P.T.O. →

Safety and security.

These individuals will be unable to feel safe or secure without proper housing and good health, but will be unable to address other needs with the worry of safety

being a constant thought. Particularly with those with psychological disabilities - why?

* Separate from their "defining disability"

Sense of identity

Without being able to have a sense of oneself and knowing you matter as an individual, ^{it} all motivation to achieve is like my be lacking. This cannot be achieved without knowing physical and mental safety to be able to contemplate such thoughts.

Education

To be educated is to open opportunities for employment, however, an individual with a disability will be unable to strive for achievement if they do not first believe in themselves and their identity.

how can a disabled person access this?

Employment

While utilizing government funding such as disability payments is not a bad thing, some people may feel the desire to have a job, which is best achieved through education.

This question is to **REPLACE** Question 24 in the exam paper.

Question 24

Explain how AGE and GENDER affect a homeless person's access to services.

(6 marks)

Age

To be a young person (below 18 years) and be homeless, while there are more services available, such as Youth Off the Streets, targeted at these age groups, the education of these services may be extremely limited in comparison to someone older who may have the life experience (e.g. working near a homeless shelter or working past one on the way to work) to know about the services they can use to assist them.

ie. accommodation & housing = syllabus terms

Gender

Females have been noted to be statistically more likely to access services such as group homes or shelters, possibly due to the fact many have children with them and so many are homeless as a result of domestic violence and so they seek a refuge to hide from their abusers. This is in contrast to males who often are too self-conscious or proud to admit they need help and seek out a shelter.

Both services are related to accom. & housing - need to vary e.g. to carry & be extensive knowledge of syllabus

Question 25 (8 marks)

- (a) Describe **TWO** appropriate research methodologies that could be used to investigate the hypothesis:

2

"Additional childcare services are needed in our local area"

Questionnaires

Asking local parents of young children their opinion on the issue from their first hand experience with their respective centres and their workloads will give an indication of the general need for more services.

Observations

Observing, with permission, the way ~~the~~ already available services operate in terms of staff to child ratio and the attention each child gets etc. will provide an idea of how much work is going on and whether some should be distributed into new centres to ensure each child is given the best care.