



THE RIVERS
SECONDARY COLLEGE

LISMORE HIGH CAMPUS

The heart of secondary education for Lismore

2017

**Higher School Certificate
Preliminary Examination**

Community and Family Studies

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen
- Draw diagrams using pencil
- Write your student number and/or name at the top of every page

Total marks – 80

Section I – Pages 2–8

20 marks

Attempt Questions 1–20

Allow about 20 minutes for this section

Section II – Pages 9–10

12 marks

Attempt Questions 21–24

Allow about 20 minutes for this section

Section III – Pages 11–14

24 marks

Attempt Question 25

Allow about 40 minutes for this section

Section IV – Pages 15–18

24 marks

Attempt Question 26

Allow about 40 minutes for this section

This paper MUST NOT be removed from the examination room

STUDENT NUMBER/NAME:



- 1 Which of the following are common examples of formal support networks?
- (A) Friends, family, neighbours, colleagues
 - (B) Centrelink, Mission Australia, St Vincent de Paul, childcare centres
 - (C) Babysitter, family daycare, childcare centre, grandparents
 - (D) Colleagues, work, community organisations, government organisations
- 2 Which type of power base does the Prime Minister of Australia have?
- (A) Reward
 - (B) Referent
 - (C) Expert
 - (D) Legitimate
- 3 *Matthew is sixteen years old and has decided to leave school to do an apprenticeship. He catches the bus at 5:50 am, to get to work on time, and returns home at 5:30 pm.*
- Which factors influence the availability of, and access to, resources for Matthew?
- (A) Culture and age
 - (B) Socioeconomic status and disability
 - (C) Gender and age
 - (D) Socioeconomic status and culture
- 4 What is the purpose of a *case study*?
- (A) To gather detailed information that provides a deep insight into the situation surrounding the object of your study
 - (B) To study one person as a representation of the whole population in order to save time, money and effort collecting information from many people
 - (C) To create a scenario that proves the hypothesis
 - (D) To collect both qualitative and quantitative information from as many people as possible

- 5 *Samantha works full-time at the local supermarket. Josh, her husband, works three days in the office and two days from home. Samantha is responsible for preparing dinner and Josh takes care of the washing. They share the responsibility of driving their three children to sport, music lessons and tutoring. Samantha and Josh continually argue over which of them should clean the house each week.*

What is the likely cause of this conflict?

- (A) Incompatible goals
 - (B) Limited resources
 - (C) Varying values
 - (D) Multiple role expectations
- 6 Which of the following family structures may find it more difficult to meet the health needs of the family?
- (A) Foster and childless
 - (B) Blended and same-sex
 - (C) De facto and blended
 - (D) Sole parent and foster
- 7 Which of the following is an example of how community needs of security and safety are met at a *national* level?
- (A) The United Nations implementing HIV/AIDS prevention programs
 - (B) Customs checking luggage at Australian international airports
 - (C) NSW police targeting speeding
 - (D) Park rangers patrolling beaches
- 8 Which of the following includes advantages of *structured* interviews?
- (A) The questions can cover a range of issues, so there is flexibility and a relaxed atmosphere.
 - (B) The questions are predetermined and planned to focus on a research area, and responses can be easier to collate.
 - (C) The questions are developed as the interview progresses, so not as much preparation is required.
 - (D) The questions put the person being interviewed at ease, so less control is required by the interviewer.

- 9 Economic change, brought about by reduced global economic activity that leads to job losses, is an example of which types of change?
- (A) External, planned, temporary change
 - (B) Internal, unplanned, permanent change
 - (C) External, unplanned, temporary change
 - (D) External, planned, permanent change
- 10 What is the name given to a structured group of people who try to influence the decisions of government policy-makers, in an organised manner?
- (A) Protestors
 - (B) Lobbyists
 - (C) Environmentalists
 - (D) Senators
- 11 *Socialisation* plays a role in understanding what it means to be male or female. For infants, gender roles may dictate which of the following?
- (A) The nursery rhymes they are taught, the activities they do, what they eat
 - (B) The roles they take on in the family unit, what they eat, the sports they play
 - (C) The careers they choose, the colours they wear, the activities they do
 - (D) The toys they are given, the colours they wear, the nursery rhymes they are taught
- 12 Group members who work at diverting attention from the task, so that goals are either not achieved or are achieved poorly, are taking on which of following roles?
- (A) Task-orientated
 - (B) Socioemotional
 - (C) Destructive
 - (D) Leader

13 *Jaime is feeling 'stressed out' and finding it hard to concentrate at school.*

Which of the following strategies will enhance Jaime's emotional wellbeing?

- (A) Having a balanced diet more frequently
- (B) Talking to a counsellor or teacher of choice
- (C) Getting a part-time job
- (D) Eating chocolate on special occasions only

14 What is the role of a *mediator* in the conflict resolution process?

- (A) To make the final decision on what should happen
- (B) To choose a side of the argument and convince the other party to agree with them
- (C) To stop the conflict
- (D) To help the two parties discuss the issue so that they can come to an agreement

15 Why are adoption rates in Australia likely to continue to decline?

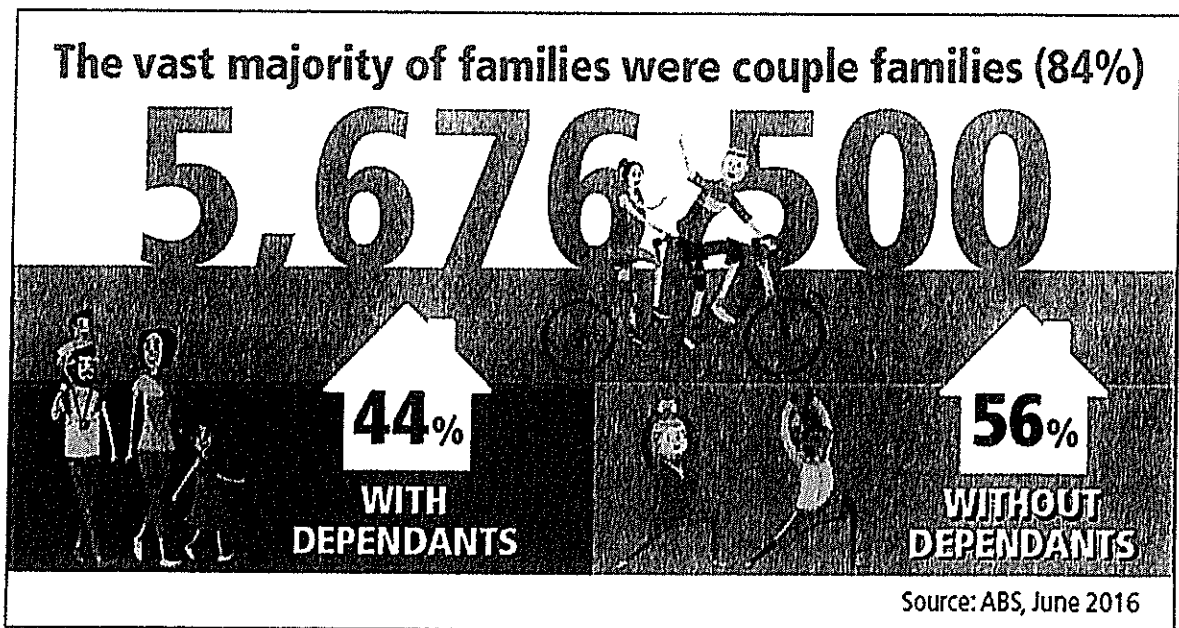
- (A) Childless families are dominant.
- (B) Societal attitudes towards sole parents have changed.
- (C) It is extremely difficult to have an abortion.
- (D) Blended families are uncommon in Australia.

16 Why do some sole parent families struggle with finances?

- (A) There is only half of the welfare support from the government.
- (B) There may only be one income coming into the household.
- (C) They must rely on outside agencies to perform the parenting role.
- (D) A single decision-maker is more likely to make large purchases.

- 17 What are characteristics of an *assertive* communication style?
- (A) Standing up for their rights, listening to the other person, mutual respect and being emotionally dishonest
 - (B) Ignoring their own rights, not stating their own needs, are ready to listen to the other person and recognising the rights of others
 - (C) Ignoring their own rights, being hostile and defensive, dominating and not listening to others
 - (D) Standing up for their own rights, having mutual respect for others, listening to others and recognising the feelings of others
- 18 What could be a possible consequence of an individual *failing to conform* to social norms?
- (A) Rejection and isolation from the group
 - (B) Enhanced group unity and cohesiveness
 - (C) An increased level of wellbeing within the group
 - (D) Group disharmony

- 19 Observe the image of Australian census data.



What does the data show?

- (A) 44% of couple families have two children living with them.
- (B) More than half of the couple families in Australia do not have children living with them.
- (C) 56% of all family types in Australia do not have children.
- (D) The number of couple families choosing to have children has decreased.
- 20 “The idea of a ‘traditional nuclear family’ has been changing for some time now.”
(ABS June 2016).

What is a possible reason for this statement?

- (A) Couples no longer want to have children.
- (B) Nothing is traditional in current society.
- (C) Divorce and remarriage have contributed to more one-parent, step-families and blended families.
- (D) People are getting married and having children later in life.

Section II

12 marks

Attempt Questions 21–24

Allow about 20 minutes for this section

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

Question 21 (3 marks)

Marks

Discuss reasons why *needs and wants* vary in importance for different individuals. Include examples.

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Question 22 (3 marks)

Explain how *goal setting* can contribute to satisfying the need for success in education. Include examples.

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Question 23 (4 marks)

Marks

Discuss how *resources* can be interchanged to enhance wellbeing. Include examples.

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Question 24 (2 marks)

Outline TWO strategies that individuals could use to conserve human resources. Include examples.

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Section III

24 marks

Attempt Question 25

Allow about 40 minutes for this section

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

Question 25 – Individuals and Groups (24 marks)

Marks

- (a) Identify the *specific* roles adopted by individuals in groups. Include examples. **4**

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Question 25 continues on the next page

Question 25 (continued)

Marks

- (b) Explain how *social factors* contribute to an individual's sense of belonging within a group. Include examples.

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Question 25 continues on the next page

Question 25 (continued)

Marks

- (c) When *observation* is used as a primary research method, what are the advantages AND disadvantages? Include examples.

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Question 25 continues on the next page

Question 25 (continued)

Marks

(d) Conflict within groups can be explored by researching existing case studies.

Explain the possible impact of conflict on the wellbeing of group members.

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End of Question 25

Section IV

24 marks

Attempt Question 26

Allow about 40 minutes for this section

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

Question 26 – Families and Communities (24 marks)

Marks

(a) Describe both extended AND nuclear family structures. Include examples.

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Question 26 continues on the next page

Question 26 (continued)

Marks

(b) Describe factors that influence decision-making in the community.

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Question 26 continues on the next page

Question 26 (continued)

Marks

- (c) How do informal AND formal supports in the community assist individuals to manage change? Include examples.

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Question 26 continues on the next page

Question 26 (continued)

Marks

- (d) *Socialisation* during infancy AND childhood can be influenced by the family and other groups. Explain how this can occur.

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End of paper

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 *correct* and drawing an arrow as follows:

A B C D
Correct ↙

ATTEMPT ALL QUESTIONS

QUESTION

- | | | | | | | | | |
|----|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|
| 1 | A | <input 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 type="radio"/> | D | <input type="radio"/> |
| 3 | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> |
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| 15 | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> |
| 16 | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> |
| 17 | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> |
| 18 | A | <input 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 type="radio"/> | D | <input type="radio"/> |
| 20 | A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> | D | <input type="radio"/> |

