



CAFS

Student Workbook

Student name: _____



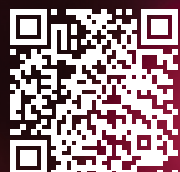


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UNIVERSITY



STUDY AT
WESTERN

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LOVE THESE SUBJECTS? SEE WHERE THEY CAN TAKE YOU! FIND YOUR PATH FROM HSC TO UNIVERSITY.

YOU LOVE ENGLISH? *WHY NOT STUDY:*

- B Communication
- B Screen Media (Arts and Production)
- B Education (Primary)
- B Education (Secondary)
- B Arts
- B Arts (Interpreting and Translation)
- B Laws
- B Performing Arts (Acting)
- B Music
- B Design (Visual Communication)
- B Music
- B International Studies

YOU LOVE STUDIES OF RELIGION? *WHY NOT STUDY:*

- B Arts
- B Social Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HISTORY? *WHY NOT STUDY:*

- B Arts
- B International Studies
- B Social Science
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Planning (Pathway to M Urban Management and Planning)

YOU LOVE VISUAL ARTS? *WHY NOT STUDY:*

- B Architectural Design
- B of Design
- B of Design and Technology
- B of Industrial Design (Honours)

YOU LOVE BUSINESS STUDIES? *WHY NOT STUDY:*

- B Business
- B Accounting
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Construction Management (Honours)

YOU LOVE LEGAL STUDIES? *WHY NOT STUDY:*

- B Criminology
- B Criminal and Community Justice
- B Cyber Security and Behaviour
- B Policing
- B Laws
- B Social Science
- B Humanitarian and Development Studies
- B Education (Primary)
- B Education (Secondary)
- B Construction Management (Honours)
- B Social Work
- B Youth Work

YOU LOVE COMMUNITY AND FAMILY STUDIES STUDIES? *WHY NOT STUDY:*

- B Arts
- B Criminology
- B Nursing
- B Midwifery
- B Psychology (Honours)
- B Psychological and Social Sciences
- B Social Science
- B Youth Work
- B Social Work
- B Humanitarian and Development Studies
- B Education (Early Childhood)
- B Education (Primary)
- B Education (Secondary)

YOU LOVE PHYSICS? *WHY NOT STUDY:*

- B Science
- B Education (Primary)
- B Education (Secondary)
- B Engineering
- B Architectural Design
- B Industrial Design (Honours)
- B Design and Technology

YOU LOVE CHEMISTRY? *WHY NOT STUDY:*

- B Science
- B Medical Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HEALTH AND MOVEMENT SCIENCE? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Exercise Physiology
- B Exercise Science
- B Sport and Performance Science
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Traditional Chinese Medicine
- B Nursing
- B Midwifery
- B Education (Primary)

YOU LOVE MATHEMATICS? *WHY NOT STUDY:*

- B Computer Science
- B Data Science
- B Information and Communication Technology
- B Information Systems
- B Mathematics
- B Engineering
- B Education (Primary)
- B Education (Secondary)
- B Planning (Pathway to M Urban Management and Planning)
- B Accounting

YOU LOVE BIOLOGY? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Sport and Performance Science
- B Traditional Chinese Medicine
- B Science
- B Medical Science
- B Nursing
- B Midwifery
- B Education (Primary)
- B Education (Secondary)
- B Clinical Science/Doctor of Medicine

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- Programs to help you settle into uni life as well as your studies
- Student Welfare Service
- Counselling and mental health and wellbeing services
- Disability services

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- westernsydney.edu.au/support

Community and Family Studies

Overview

Session One	Introduction
	Multiple Choice
	Research Methodology
Session Two	Groups in Context
	Glossary of Key Words
	Parenting and Caring
Session Three	Options
	Putting it Together
	Reflection

QUEST

Using the acronym below, reflect on what you hope to get out of today's session.

Questions. What questions do you want answered?

Understanding. What knowledge would you like to further develop?

Exam. What exam tips would you like to know?

Skills. What are some skills you would like to improve?

Training. What additional practice would you like to do?



How well do I know the CAFS paper?

Answer the questions in the table below about the CAFS Examination:

1. How many minutes is reading time?	
2. What should I do during reading time?	
3. What is the working time of the paper?	
4. What sections is the paper broken up into?	
5. How many multiple-choice questions are there?	
6. How long should I spend on each multiple-choice question?	
7. Where do I write plans for my responses?	
8. Where do I write my responses to the short answer questions?	
9. What do I do if I run out of room in the short answer section?	
10. What marks are allocated to the Option section?	
11. What option do I answer?	
12. How long should I spend responding to the Option questions?	
13. Where do I write my responses to the Option section?	
14. What colour pen should I write in?	
15. What should I do when I finish the paper?	

Multiple-Choice Questions

Preparation

- Practice, practice, practice
- Spend extra time on graph and statistical related questions as these are often a little harder
- Beware the distracters
- Cross out any incorrect choices
- Read all parts of the question
- Questions range in difficulty
- Transcribe your correct response carefully
- Questions give hints to questions in Part B
- If you get stuck, come back
- Ensure the correct response is indicated
- Do not leave any blank

Practise

There are still many opportunities to practise answering multiple-choice questions!

You can go online to view shared multiple-choice questions from other students or complete exams that your friends from other schools have previously sat. Beware of the validity of the exam though.

Another good way is to be selective of the questions available under exams at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

- **PLEASE NOTE:** The amended CAFS syllabus has it's first exam in 2015 so some past paper questions may not be valid and relevant

- Questions from prior to 2015 may be relevant for Research Methodology, but others parts of the syllabus have changed dramatically so prior to 2015 for Groups in Context, Parenting and Caring and Options may not be relevant.

Multiple Choice Questions

Individually read and complete the fifteen multiple choice questions overleaf.

Spend approximately 1.5 minutes on each question.



Select the alternative that best answers the question. Fill in the response oval completely.

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

If you change your mind and have crossed out what you consider the correct answer, then indicate the correct answer by writing the word correct and drawing arrows.

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2. AO BO CO DO

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Section I

Part A- 15 marks

Attempt questions 1-15

Allow about 25 minutes for this part

Use the multiple choice answer sheet for Questions 1-15.

1. Which of the following is an example of enhancing knowledge and skills when preparing to become a parent or carer.

- (A) Maintaining a healthy lifestyle
- (B) Accessing adequate health insurance
- (C) Reducing their intake of alcohol and cigarettes
- (D) Taking an infant first aid course

2. Which of the following is an ethical behaviour that should be considered when conducting research?

- (A) Bias
- (B) Confidentiality
- (C) Reliability
- (D) Validity

3. Which of the following are likely to be significant needs for rural and remote families?

- (A) Employment and suitable housing
- (B) Access to health services and education
- (C) Adequate standard of living, security and safety
- (D) Access to transport and communication technologies

4. Which research methodology is the most suitable to gain information about the leisure activities of high school students in Australia?

- (A) Observation
- (B) Questionnaire
- (C) Structured interview
- (D) Unstructured interview

5. What would be an indicator of the reliability of a research project?

- (A) The individuals involved are unbiased.
- (B) The research method if duplicated will lead to similar results.
- (C) The research method has been tested to assess and eliminate problems.
- (D) The measurement process accurately reflects what it is intended to measure.

6. Which of the following would have safety and security as their highest priority need?

- (A) A child with downs syndrome who lives with their mother.
- (B) A person with vision impairment who is living alone.
- (C) An elderly couple living with their forty-year-old daughter.
- (D) A person who suffers from depression and lives far away from medical facilities.

7. Which of the following is an example of a government agency that could assist an individual in their parenting and caring role?

- (A) The Salvation Army
- (B) Meals on Wheels
- (C) Centrelink
- (D) St Vincent De Paul Society

8. Which of the following best describes a formal carer's duty of care?

- (A) To meet the needs of those in their care.
- (B) To ensure that those in their care receive an education.
- (C) To take legal proceedings on behalf of those in their care.
- (D) To make decisions about the accommodation of those in their care.

9. Sam is thirteen years old and has asked his parents if he can go to a party at his friend's house on Saturday night.

Consider the following possible responses from Sam's parents in reply to this request.

Response 1: *You will not be going.*

Response 2: *I think we need to sit and discuss this together.*

Response 3: *I don't mind, as long as you have finished your homework.*

Response 4: *I don't care what you do.*

Which of the responses listed above reflect authoritarian and negligent parenting styles?

<i>Parenting style</i>	
<i>Authoritarian</i>	<i>Negligent</i>
(A) Response 1	Response 2
(B) Response 1	Response 4
(C) Response 2	Response 3
(D) Response 2	Response 4

10. Which of the following could lead to bias in an interview?

(A) The interviewee might give brief responses.

(B) The interviewee might have little knowledge on the topic.

(C) The interviewer might have limited understanding of the topic.

(D) The interviewer might have a pre-existing opinion on the topic.

11. How can integrity be maintained when conducting research?

(A) Use primary data.

(B) Check data for validity.

(C) Use secondary data to determine results.

(D) Collect data that is personal and detailed.

12. Chris is a 16-year old living on the street in a remote region of NSW.

Which of the following would most affect his access to services?

- (A) Location and age
- (B) Age and disability
- (C) Education and culture
- (D) Socioeconomic status and gender

13. When conducting research, what is the next step after formulating a research proposal?

- (A) Collecting and recording data
- (B) Analysing and interpreting data
- (C) Conducting research
- (D) Selecting appropriate sampling methods

14. A foster parent is best described as a person who

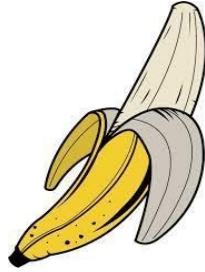
- (A) Has legal rights for the child.
- (B) Takes on the role of a temporary parent or carer of a child.
- (C) Becomes pregnant and gives birth to a child for another person.
- (D) Takes on the role of a parent as a result of a marriage or a de facto relationship.

15. Which of the following strategies could best help parents manage their multiple commitments?

- (A) Joining a social club
- (B) Taking on a second job
- (C) Refinancing their home loan
- (D) Outsourcing household tasks

(Adapted from Board of Studies NSW; 2010, 2011, 2012, 2013)

PEEL Writing Strategy



Point- state your main point/s.

Eg. *Firstly. To begin with.*

Elaboration- provide an elaboration of your main point/s (how and why it supports your main point/s).

Eg. *This indicates that. This demonstrates. This means that. This creates. This concept impacts on.*

Explanation- provide an explanation of your evidence (how and why it supports your main point/s).

Eg. *For example, This can be seen through. Evidence of this includes. An example of this is.*

Link- back to the question. (What is it asking you to relate your syllabus dot points to???)

eg, use the language of the question.

Research Methodology

Preparation

- Questions in the HSC exam may be based around the IRP process
- May ask questions on how data is gathered
- May need to apply understanding of research methods
- May be given graphs/tables to interpret
- Plan your answer. These notes can be written above and around your answer. Anything on your page can be marked

Practise

See how much you know! Have a read of the question below, highlight/underline key points, plan your answer and give it a go. Swap your response with a peer. Then using the Marking Criteria overleaf and Notes from the Marking Centre, provide numerical and written feedback on the response.

Question 16 (4 marks)

Describe a case study and an observation as methods used to conduct research.

(Adapted from Board of Studies NSW, 2011)

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Question 16

Criteria	Marks
Provides characteristics and features of a case study and an observation as methods used for research	4
Provides some characteristics and features of a case study and an observation as methods used for research	3
Identifies an aspect of either a case study or observation	2
Provides one relevant point about research methods	1

(Adapted from Board of Studies NSW, 2011)

Question 16

In better responses, candidates described the features of a case study and an observation in their methods of conducting research.

In mid-range responses, candidates provided some information about a case study and an observation as research methods.

In weaker responses, candidates provided a general point about research methods.

(Adapted from Board of Studies NSW, 2012)

Peer Feedback:

Question 17 (8 marks)

Outline the advantages and limitations of gathering data for research from both print and digital sources and from individuals and groups.

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(Adapted from Board of Studies NSW, 2010)

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Question 18 (6 marks)

Outline the ethical behaviours a researcher may adopt:

(a) to protect the privacy of the participants in a study.

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(b) to show respect for subjects of research.

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(Adapted from Board of Studies NSW, 2013)

Question 19. Explain how sampling contributes to reliable and valid research. (6 marks)

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RESEARCH METHODOLOGY	
Definitions	<i>Quantitative data, qualitative data, bias, sampling, hypothesis, reliability, validity</i>
Sampling	<i>Methods, sample group, sample size</i>
Types of data	<i>Primary and secondary. Qualitative and quantitative</i> • Be able to describe the types of data that can be collected from individuals and groups
Sources of data	<i>Individuals and groups. Print and digital</i> • Be able to discuss the advantages and limitations of each of the sources of data
Reliability and validity	• Be able to explain how sampling contributes to reliable and valid research
Ethical behavior	<i>Respect, integrity, privacy, bias</i> • Be able to assess the importance of ethical behavior when conducting research in sensitive research topics, confidentiality, research bias and crediting sources of data
Research methods	<i>Interview, questionnaire, case study, observation, literature review</i> • Know the characteristics and features of each research methodology • Be able to evaluate the suitability of each method for different research topics
Research process, conducting research and interpreting research	• Know and apply the research processes to a chosen topic

Groups in Context

Preparation

- Lower order questions tend to be based on people with disabilities and youth
- Higher order questions may be asked about the TWO groups you studied in class (Category B)
- May be given case studies, graphs and tables to interpret

Practice

Question 20

(a) Describe TWO factors that affect access to services for people with disabilities. (4 marks)

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(b) Justify the TWO most specific needs for youth and discuss the implications if these are not met. **(6 marks)**

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(c) Examine how government policy and legislation have contributed to the equity for TWO category B Groups you have studied. **(8 marks)**

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Reflection

Question	Response
Did I underline key words?	
How did I plan my responses?	
How long did it take me to answer each question?	
Did I use the space provided?	
Did I check to see how many marks it was worth?	
Did I answer all parts of each question?	
What did I do if I went blank?	
Did I use any acronyms or mnemonics?	
How did my response relate to the syllabus?	
Did I use relevant examples in my responses?	
What was my best response?	
What did I do well in each response?	
What do I need to work on?	
What can I do to work on this?	

GROUPS IN CONTEXT	
Mandatory Groups (Youth and Rural and Remote Families) AND TWO Category B	• Prevalence of each group within the community prevalence of the group within Australia? • Individual diversity within each group - what determines whether an individual is part of the group? - how might individuals vary within the group? • Terminology used by the community to describe the group discuss the impact of positive and negative terminology used by the community on individuals within the group • Satisfaction of needs specific needs of each group identify and prioritise the needs justify the TWO most significant needs for each groups and discuss the implications if these are not met • Access to services types of services factors affecting access to services
TWO Category B groups (aged; culturally and linguistically diverse communities; Aboriginal and Torres Strait Islander peoples; people with disabilities : gay, le sbian, bisexual, transgender intersex communities; sole parents; homeless people)	• Addressing the groups' issues of concern - government policy and legislation *examine government policy and legislation to determine its role in ensuring equity for each group - organisations within the community that support the group * critically analyse the extent to which organisations within the community assist in satisfying the needs of each group - equity issues * investigate a current inequity issue faced by each group and propose strategies to address the issue • Positive influences in community attitudes - contributions the group makes within the community * explore one example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group - advocacy - raising awareness within the community - educating the community - promoting the rights of the group * outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes

Category B- Aged

Aged	Characteristics: loneliness, physical degradation, need to feel valued, should not have to work, decrease in finances, rely on support from family, friends, community. Specific needs: access to services, financial support, health, housing, security and safety, self-esteem. Government policies: aged pension, aged care, superannuation, retirement age, age Discrimination Act 2004, Age Care Act 1997, Disability Discrimination Act 1992, Home and Community Care Act 1985, Human Rights and Equal Opportunities Act 1986. Community responsibility: aged care, leisure activities, support, to make them feel valued, they have the responsibility to provide any facilities, programs and resources which are needed by the aged so as to maintain a high wellbeing Rights: to not have to work but be valued, to have access to good health services, Full and effective use of personal, civil, legal and consumer rights, Quality care appropriate to meet the needs, To be treated with dignity and respect, To live without explanation, abuse or neglect, To live without discrimination or victimization, To personal privacy, Living in a safe and secure environment , Acceptance as an individual, To continue cultural and religious practices and to keep the language of their choice, to select and maintain social and personal relationships with anyone without fear criticism or restriction, To maintain control over, and continue making decisions about personal and financial affairs, the freedom of speech, to be involved in activities e.g. with friends and family , to access services and activities available in the community, to complain and take action to resolve disputes • Be able to discuss what society's attitude towards the aged is. • Have examples of conflict that may occur between the group and the community. • Be able to identify positive contributions made by the aged to the community: senior citizens week, know that it happens every year and give examples of what activities it might offer. • Be able to identify three community services provided that assist the aged in meeting their needs. For example: Salvation Army, Meals on Wheels, Aged Care Assessment team. You should also be able to give examples of how they assist in meeting the needs of the aged.
Exam hint: Be prepared to expand on each of these points and be able to relate them to each other or to those of another group.	

Typical CAFS Glossary of Key Words

Questions will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'

(NESA, 2019).

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Assess	Make a judgment of value, quality, outcomes, results or size
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Critically analysis/assess evaluate/examine	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/asses/evaluation/examine)
Define	State meaning and identify essential qualities
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Identify	Recognise and name

Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recount	Retell a series of events

Compare: *Compare* how two styles of parenting or caring can impact on their roles.
Suggested mark allocation: 6 marks

Idea 1. eg first parenting/caring style

LINKING
WORD-using words
such as:
Whereas, however,
in contrast to,
similarly, on the
other hand, in
opposition to, on
the contrary,
likewise, they also,
this differs, in the
same way, they are
alike, they are
dissimilar (Language
and scaffold Rayner,
K).

Idea2. eg Second parenting/caring style

Describe: *Describe the types of data that can be collected from individuals and groups.*
Suggested mark allocation: 4 marks

Identify aspect/s:

INDIVIDUALS



Provide characteristics/features:

Identify aspect/s:

GROUPS



Provide characteristics/features:

Discuss the impact accessing formal support can have on the wellbeing of young carers.
Discuss: *identify issues and provide points for and/or against (BOSTES, 2012).*
Typical mark allocation: 6 marks

Issue/s identified:

AND/OR

Key reasons for:

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Key reasons against:

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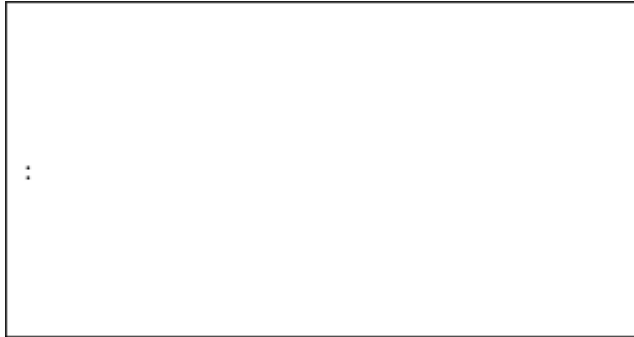
(Scaffold K.Rayner)

Explain an example of what ONE group has done to try to improve community attitudes and the impact that has had on the wellbeing of the group. 6 marks

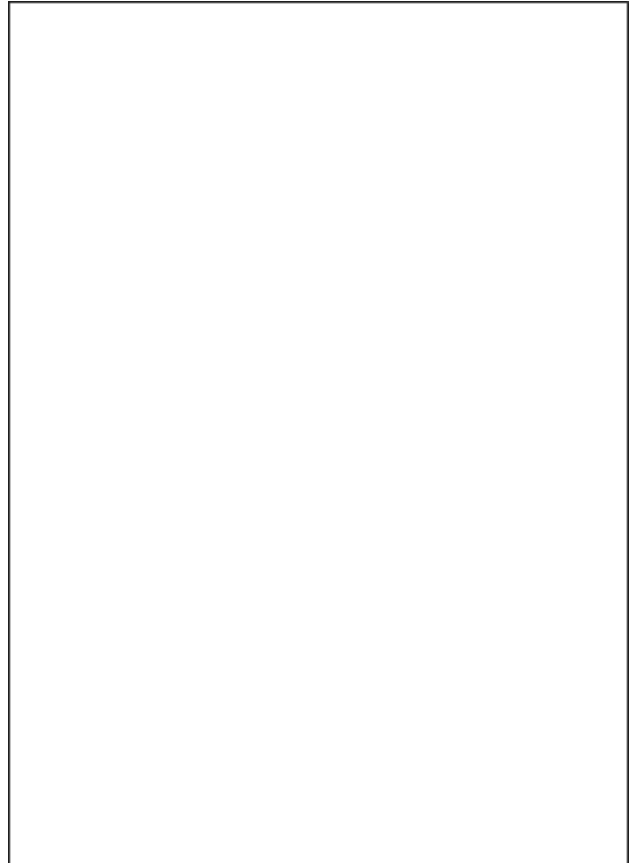
Explain: relate cause and effect; make the relationship between things evident; provide why and/or how (BOSTES, 2012).

Typical mark allocation: 6 – 8 marks

CAUSE: (what is causing change)



Effect (What is the effect of that change?)



The major idea of an explain question is to show a relationship between two things. Language used to show a relationship is: The effects of this, as a result of, as a consequence of, produced by, caused by, culminated in, influenced, the impact of this, contributed to, this produced, this has led to. (Scaffold and language K. Rayner)

Justify the TWO most significant needs for TWO groups you have studied. 8 marks

Justify: *support an argument or conclusion (BOSTES, 2012). Explain the reasons for something, considering possible views and ideas when giving these reasons (DCQE, 2014).*

Identify issue/topic

Typical mark allocation: 6- 8 marks

Argument/views



Reasons/ideas/evidence

**** NOTE:** The above scaffold equates to what would need to be included in ONE paragraph. This would need to be repeated depending on the question.

Parenting and Caring

Preparation

- May be given case studies, graphs and tables to interpret
- Don't forget to include examples about parents and carers
- Parents can be carers and carers can be parents

Practise

Create a plan for the following questions using the different strategies provided and then complete the questions in the spaces provided. Making syllabus links where necessary.

Question 21 (4 marks)

Outline how the roles of a carer be affected by the age of the dependant.

(Adapted from Board of Studies NSW, 2013)

Glossary of Key Word	Syllabus Learn about's	Syllabus Learn to's	Content

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Question 22 (8 marks)

Explain the impact of legal, social and technological change on surrogacy.

Glossary of Key Word	Syllabus Terms	Syllabus Terms	Syllabus Terms
Legal +	Legal -	Social +	Social -

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Question 23 (8 marks)

(a) Outline how individuals may modify the physical environment in preparation for becoming a parent or carer. (2 marks)

(b) Discuss the impact these modifications would have on the wellbeing of the dependant. (6 marks)

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Question 24 (8 marks)

Compare how formal and informal support can assist parents and carers to maintain their own wellbeing.

(Adapted from the CAFS Syllabus)

Compare	
<i>Formal support</i>	Assist parents and carers maintain wellbeing (SPEECS)

<i>Informal support</i>	Assist parents and carers to maintain wellbeing (SPEECS)

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PARENTING AND CARING	
Definitions	<i>Styles of parenting (authoritarian, democratic, permissive/indulgent, negligent), social parents, biological parents, respite care, duty of care, carer.</i>
Becoming a parent or carer	<i>Types of parents and carers</i> - Describe the different types of parents and carers Biological and social parents – adoption – fostering – step-parenting – surrogacy - Know the difference between each of the social parents - Know the impact of legal, social and technological change on social parents Carers - Know the difference between primary and informal and formal carers - Know the significance of age and gender (male/female carers) - Know the reasons for carers taking on the role Roles of parents and carers • satisfying the specific needs of the dependant • building a positive relationship with the dependant • promoting the wellbeing of the dependant • outline the roles of parents and carers and evaluate the significance of each role in various parenting and caring situations Preparations • changing health behaviours • enhancing knowledge and skills • modifying the physical environment • organising finances • examine a range of parenting and caring situations and assess the impact preparations can have on the wellbeing of the dependant

Factors affecting the roles of parents and carers	<i>Characteristics of the dependant</i> – age – skills/capabilities – special needs, eg illness, disability – describe how the characteristics of the dependant can affect the roles of the parent or carer <i>Influences on parents and carers</i> – personal – culture, customs and tradition – religion/spirituality – education – previous experience – own upbringing – multiple commitments, eg work, study, sport, family – socioeconomic status – special needs, eg illness, disability • examine each influence to determine its effect on parenting and caring • propose strategies to assist parents and carers to manage their multiple commitments • social – community attitudes – gender expectations – media stereotypes • describe how social influences affect the roles of parents and carers • critically analyse expectations of males and females in parenting and caring roles in a changing society • explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing <i>Styles of parenting or caring</i> • authoritarian • democratic • permissive/indulgent • negligent • explore each parenting or caring style and assess the impact it can have on the roles of parents and carers
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	<i>Rights and responsibilities in parenting and caring</i> • legal rights of parents, carers and dependants • responsibilities of parents and carers – duty of care – setting limits – discipline • analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following: – health and medical decisions – education and schooling – financial support • discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant
Support for parents and carers	<i>Types of support</i> • informal – relatives, friends, neighbours • formal – government agencies – community organisations • explain how different types of support can assist parents and carers to: – prepare for their roles – fulfil their responsibilities – maintain their own wellbeing <i>Types of services provided through formal support</i> • health care • education • financial support • childcare • respite care • counselling • assess the impact accessing formal support services can have on the wellbeing of: – young carers – aged carers – first-time parents – working parents

Options

Preparation

- There are three options that can be studied in the HSC course
- Make sure you choose the one you studied in class, no matter how tempting the questions are!
- Clearly label your response. Ensure what section and what option you have chosen has been identified on your paper
- Ensure you write your student number on all pages and staple any additional pages together
- In the option you will see a rubric at the top of the page. This is applicable to the option and forms part of the marking guidelines
- The rubric guides you to demonstrate your understanding of societal influences on wellbeing
- Be specific about wellbeing and link it directly to the question

Rubric

In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding of societal influences on wellbeing relevant to the question
 - apply the skills of critical thinking and analysis
 - communicate ideas and information using relevant examples
 - present a logical and cohesive response
-

(NESA, 2019)

Practice

Using the PEEL structure (See Page 10), answer only the option you have studied in the space provided. Allow about 45 minutes to answer this question.



PEEL = Point, Evidence, Explanation, Link.

Question 25 — Family and Societal Interactions (15 marks)

(c) Critically evaluate the effectiveness of NSW child protection legislation in supporting and protecting the welfare of children.

Question 26 — Social Impact of Technology (15 marks)

(c) Critically examine the impact of technology on community health and wellbeing.

Question 27 — Individuals and Work (15 marks)

(c) Critically analyse how rights and responsibilities are supported by workplace structures and effect efficient workplace practices.

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This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

Bringing it Together

Now that we have covered all sections of the exam and further developed a variety of skills, let's spend some time on putting all of our knowledge and understanding together.

1. Write a plan for the questions below
2. In the lead up to the CAFS exam, complete each question
3. Compare the responses to the Marking Guidelines provided on the BOS website
4. Mark the responses or have another CAFS student mark them and provide you with feedback
5. Read and compare your responses to the Notes from the Marking Centre on the NESA website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

Research Methodology

Question 28 (6 marks)

Explain how sampling contributes to reliable and valid research.

Groups in Context

Question 29 (8 marks)

(a) Investigate equity issues for ONE CATEGORY B group you have studied (3 marks)

(b) Propose strategies to address an equity issue for the group identified in part (a) (5 marks)

(Adapted from Board of Studies NSW, 2011).

Question 30 (8 marks)

For the TWO category B groups you have studied, outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes.

Parenting and Caring

Question 31 (8 marks)

Explain the influence media stereotypes can have on parenting and caring relationships.

(Adapted from Board of Studies NSW, 2011).

Question 32 (8 marks)

Explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing.

Options

Family and Societal Interactions

Question 33 — Family and Societal Interactions (25 marks)

Answer parts (a) and (b) in a writing booklet.

(a) How does legislation protect and support families? **4 marks**

(b) Assess the effectiveness of legislation in protecting the welfare of children. **6 marks**

Answer part (c) in a SEPARATE writing booklet.

(c) Evaluate the services provided by TWO community support groups available to adults and families. **15 marks**

(Adapted from Board of Studies NSW, 2011).

Social Impact of Technology

Question 34 — Social Impact of Technology (25 marks)

Answer parts (a) and (b) of the question in a writing booklet.

(a) Describe ONE change that occurred during the Digital Revolution. **3 marks**

(b) Explain the contribution technology makes towards the wellbeing of individuals within families **7 marks**

Answer part (c) of the question in a SEPARATE writing booklet.

(c) Analyse the impact of ONE piece of technology on lifestyle and wellbeing. **15 marks**

(Adapted from Board of Studies NSW, 2012).

Individuals and Work

Question 35 — Individuals and Work (25 marks)

- (a) Describe how work can contribute to the satisfaction of specific needs. **6 marks**
- (b) Choose THREE of the following social factors and describe how they have led to changing work patterns. • government policy • technology • perceptions of gender • education **6 marks**
- (c) Examine the extent to which the workplace can provide equal access to work entitlements for females and males. **15 marks**

(Adapted Board of Studies NSW, 2010).

Reflection

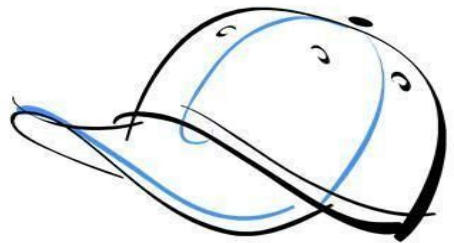
After completing today's CAFS workshop, reflect on the day by answering the following:

Content. What content knowledge did I further develop?

Attack. What is my plan of attack between now and the CAFS HSC exam?

Prepared. What do I need to do at home to be more prepared?

Skills. What skills did I further develop?



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