



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## Community and Family Studies

### Sample HSC Examination Questions

Decisions made by the Board of Studies in December 2008 have resulted in changes to some HSC examinations in 2010 and beyond.

In the Community and Family Studies HSC examination in 2010 and beyond:

- objective response questions will have a value of 20 marks in Section I Part A, rather than a value of 10 marks as in past years
- Section I Part B will consist of short-answer questions, rather than a combination of short-answer and extended-response questions
- Section II will contain both a short-answer and an extended-response question on each of the option topics. Students will attempt both the short-answer and extended-response questions on the option that they have studied.

The following sample questions provide examples of Section 1 Part B questions that may be set in HSC examinations for Community and Family Studies. For each sample question, a marking guideline is also provided. These marking guidelines are contained in a table showing the criteria associated with each mark or mark range. The sample questions and marking guidelines provide teachers and students with guidance as to the sort of questions to expect and how they may be marked, although they are not meant to be prescriptive. That is, each year the number and type of questions will reflect the HSC examination specifications, but may focus on different syllabus outcomes and content, or have a different range and balance than those given in this sample set of questions.

#### **Example 1** (4 marks)

How may the needs of ONE group in the community conflict with the expectations of the wider community?

#### **Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a description of how a group's needs may conflict with the expectations of the wider community</li><li>• Illustrates answer with relevant examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies an issue and provides some information about the group and/or the wider community</li></ul>	2
<ul style="list-style-type: none"><li>• Provides ONE relevant point about group needs or conflict</li></ul>	1

**Example 2** (6 marks)

Describe the difficulties that people with disabilities may experience in meeting their housing needs.

**Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding by providing characteristics and features of the difficulties experienced by people with disabilities in meeting their housing needs</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge about people with disabilities and housing needs</li> <li>• Outlines the difficulties people with disabilities experience in meeting their needs</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about people with disabilities and their housing needs</li> </ul>	1–2

**Example 3** (2 marks)

Outline ONE issue that may arise for parents as a result of an unplanned pregnancy.

**Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Sketches in general terms ONE issue for parents as a result of an unplanned pregnancy</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides a relevant point about unplanned pregnancy for parents</li> </ul>	1

**Example 4** (6 marks)

How does the media influence the expectations of males and females in parenting?

**Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of the influence of the media on parenting relationships</li> <li>• Clearly relates the media's influence to the expectations of males and females in parenting</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge of the influence of the media on parenting relationships</li> <li>• Outlines the media's influence on expectations of males and/or females</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about the media, or expectations of males and/or females in parenting</li> </ul>	1–2

**Example 5** (8 marks)

Analyse the role of government policies and community structures in supporting ONE group you have studied.

**Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of government policies and community structures and the selected group</li> <li>• Shows the relationship between government policies and community structures and the wellbeing of the selected group</li> <li>• Illustrates with relevant examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of government policies and/or community structures and the selected group</li> <li>• Shows some link between government policies and/or community structures and the wellbeing of the selected group</li> <li>• Provides some relevant example(s)</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge about the group</li> <li>• Refers to the way government policies or community structures support the group</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some information about the group or government policies or community structures</li> </ul>	1–2

**Example 6 (a)** (4 marks)

Outline TWO ways in which a parent’s age may affect the parent–child relationship.

**Marking Guidelines**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge about a parent’s age and the parenting relationship</li> <li>• Sketches in general terms TWO ways in which a parent’s age affects the parent–child relationship</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge about a parent’s age and parenting relationships</li> <li>• Sketches in general terms TWO ways in which a parent’s age affects the parent–child relationship</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information about the influence of a parent’s age or parenting relationships</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides ONE relevant point about a parent’s age or parenting relationship</li> </ul>	1

**Example 6 (b)** (8 marks)

Explain how different styles of parenting affect individual wellbeing and family relationships.

**Marking Guidelines**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of different styles of parenting</li> <li>• Clearly identifies the relationship between different styles of parenting to individual wellbeing and family relationships</li> <li>• Relates the implications of styles of parenting to wellbeing</li> <li>• Illustrates with relevant examples</li> <li>• Effectively communicates ideas in an organised manner using appropriate terminology</li> </ul>	8
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of different styles of parenting</li> <li>• Identifies the relationship between styles of parenting to individual wellbeing and/or family relationships</li> <li>• Provides relevant examples</li> <li>• Communicates ideas in an organised manner using appropriate terminology</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Demonstrates a general knowledge of different styles of parenting</li> <li>• Provides some information about the effect of parenting style and individual wellbeing or family relationships</li> <li>• Provides examples – not all may be relevant</li> <li>• Communicates ideas in a clear manner using appropriate terminology</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge about styles of parenting</li> <li>• Refers to individual wellbeing and/or family relationships</li> <li>• Uses examples that rely on personal experience</li> <li>• Communicates ideas in a basic form using some relevant terminology</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some information about styles of parenting and/or individual wellbeing and/or family relationships</li> </ul>	1

**Example 7** (4 marks)

How do quantitative and qualitative research differ? Give examples to support your answer.

**Marking Guidelines**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly shows how quantitative and qualitative research are different</li> <li>• Supports answer with relevant examples</li> </ul>	4
<ul style="list-style-type: none"> <li>• Describes features of the quantitative and qualitative research</li> <li>• Supports answer with relevant example(s)</li> </ul>	3
<ul style="list-style-type: none"> <li>• Outlines quantitative and qualitative research</li> <li>• No examples provided</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides ONE relevant point about quantitative or qualitative research</li> </ul>	1