



BOARD OF STUDIES
NEW SOUTH WALES

1995 HSC

EXAMINATION REPORT

Life Management Studies

Includes:

- Marking criteria
- Sample responses
- Examiners' comments

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LIFE MANAGEMENT STUDIES
EXAMINATION REPORT**Candidature:**

The candidature for the 2/3 Unit Common Course in Life Management Studies was 1917. The 3 Unit Additional Examination was attempted by 782 candidates.

Nature of the course:

The 2/3 Unit Common course requires understanding of four core concepts – Resource Management, Lifespan Development, Interpersonal Relationships, and Well-being, applied to practical situations related to the Content Strands of Families and Work. Candidates are also required to answer one question from the Options of Financial Management, Housing, Parenting and Work Roles and Workplace Environments.

The 3 Unit Additional course requires candidates to answer two questions, each from a different Option. As the core processes of management and research methodologies underpin the expected approach teachers should take in delivering this course, questions set in either examination paper are likely to reflect this intent of the syllabus.

General Comments:

Marking of HSC scripts is a summative process. Achievement rather than the lack of it is being assessed. Hence, markers seek the positive features in a response. General principles apply to such factors as language used, ability to convey information efficiently and clarity of expression. The use of key terms within a question assumes that students know and can apply the designated meaning.

In relation to the questions set in the 1995 papers, the following glossary is provided:

TERM	MEANING
Define	Make a statement which states the essential nature or scope of the term
Identify	Recognise and name selected features, examples of a concept eg. the advantages of credit
Explain	Give reasons or account for by means of detailed explanation– link cause and effect eg ‘the relationship between’
Describe	Show understanding of a concept by use of descriptive words and phrases telling the characteristics or appearance of something
Interaction	A human process in communicating among individuals or groups necessary to form a relationship
Discuss	Construct an argument or case to support or deny a claim
Critically discuss	Discuss showing both sides of the argument and make a judgment
Relationship	Links or connections between two or more phenomena

Explore	In-depth description which does not seek to suggest one solution
Factors	Influences or facts which cause some effect or result
Issues	Ideas or situations about which there is some discussion, contention or disagreement in society
Life cycle	A sociological concept usually used to refer to families – encompasses formation, growth and dissolution in terms of changing composition and functioning.
Lifespan	A concept from developmental psychology indicating the totality of an individual's existence from birth to death – usually referred to in terms of stages such as prenatal, infant, toddler, child, adolescent, adult, aged.
Implications	Possible or suggested outcomes of decisions/ actions
Options	Things that are or may be chosen as possible alternatives
Compare	Recognise similarities and differences
Strategies	Actions consciously chosen as part of a plan
Evaluate	Make a judgment after consideration of positive and negative effects / truth of a statement
Justify	Provide sound evidence on which the response is based
Assess	Make a judgment of the qualities/ abilities of something to serve a purpose or to influence
Analyse	Examine in detail the structure of a statement/ situation, separating it into component parts
Critically analyse	Analyse showing positive and negative instances.

Marking criteria:

The following guidelines are indicative of the criteria used to judge quality of responses relative to the aims and objectives of Life Management Studies. These guidelines would be used by markers after assessing specific attributes of a question to create a global impression of the worth of the response.

Excellent responses

- demonstrates extensive understanding of basic concepts
- have an organised and logical structure
- display depth of understanding in discussion
- support argument with relevant research and up-to-date examples
- include accurate information
- strongly focus on all aspects of the question
- apply the management process to given situations

Above average responses

- generally focus on the question
- give an appropriate interpretation of the question
- refer to concepts central to the question
- contain mostly accurate information
- are clearly expressed
- show understanding of some aspects of the management process
- are more perceptive and detailed than average responses

Average responses

- present mostly relevant information
- show limited understanding of issues or core concepts
- lack detail in discussion: may include some inaccurate or irrelevant information
- fail to address specific parts of the question
- contain few references to relevant research or management concepts

Below average responses

- have limited interpretation of the question
- provide some relevant information
- fail to demonstrate understanding of core concepts
- lack evidence to substantiate an argument
- fail to follow the advice or structure of the question
- repeat the question and information

Unsatisfactory responses

- are limited to one or two facts
- lack understanding or argument
- contain significant errors of fact
- address few aspects of the question
- present general knowledge rather than research specific to Life Management Studies
- are brief with unsupported generalisations
- may be well expressed but fail to answer the question

HSC Marking Procedures

Section I. Part A of the 2/3 Unit Paper was marked once.

All other sections of the 2/3 Unit Common Paper and the Unit Additional paper are marked at least twice by different markers at different stages of the marking operation.

Clerical assistants separate individual papers from any one examination centre into bundles of like questions to be assessed by a team of markers. Each bundle contains a mark sheet on which the examiner records the mark awarded for that question. The examiner records their marker number on the cover of the booklet and ticks the top of each page to indicate that it has been read. No other marks are made on the candidates script. Clerical staff remove the completed first mark sheet from the bundle and replace this with the second mark sheet in preparation for second marking. Markers may not assess scripts from their own school or scripts belonging to a close relative.

Marking of scripts begins after a pilot marking phase during which the markers reach a consensus on the standards to apply. If the mark assigned during second marking is significantly different from that assigned by the first marker, the script is judged to be discrepant. This script will then be assessed by a third marker and be returned to the Senior Marker who will resolve the discrepancy. Senior Markers make random checks each day of scripts marked by individuals in their team to assure standards are being applied consistently. One script is circulated to each member of the marking team each marking session. This is called a check marking script and is used to check and maintain standards.

Statistical reports are produced daily after the marking scheme is finalised and the marking operation begins. Each mark allocated is recorded on a tally card. The statistical report shows the overall distribution of marks, the mean (average) mark, and the standard deviation (spread of marks). These reports for each marker on each different question marked allow the Supervisor of Marking and the Senior Markers to check the distribution of marks.

Section I, Part A.

Question 1

(a) Well answered by most candidates who provided definitions with examples such as:
Human needs are necessities for individual well being and include physical, social, emotional, spiritual, psychological and intellectual needs.

(b) This question was poorly answered. Many candidates confused the word 'physiological' with 'psychological'.

(c) Confusion in (b) led to candidates having difficulty relating one level to another. An excellent response stated that Maslow's theory was that needs were met in an order. Until basic needs are satisfied, individuals will be unable to satisfy higher order or secondary needs such as safety.

Question 2.

(a) C

(b) Many students gave one word answers rather than describing the types of interaction. Cooperative and competitive groups may display similar behaviours. Acceptable phrases for (i) included 'ability to come to consensus, support for others ideas, trust between members'. For (ii), candidates included 'lack of compromise, lack of communication, non-coordination of effort'.

(c) Some candidates misunderstood this question, confusing the management process with decision making style.

Question 3.

(a) Candidates received full marks for one idea explained well or two stated examples. These included no recording of details, confidentiality contracts, and coding of responses.

(b) Better candidates could differentiate between interviewer and respondent and used correct terminology in the answer. Average responses used colloquial language in describing harassment and privacy.

Several candidates misread the question and wrote about job interviews or TV interviews.

Question 4

The graph was easily read by students.

(a) C

(b) D

(c) The majority of students alluded only to work related reasons. An excellent response stated that:

The graph shows that long day care is mainly chosen for work related reasons (60%) followed by benefits for the child (30%) and personal reasons (15%).

Some candidates drew unnecessary inferences about parents' working lives such as 'parents' long working hours'.

Question 5.

(a) (i) The term 'planning decisions' was misunderstood by most candidates so the standard of answers to this question was poor. The question required examples to support an explanation. Better candidates could identify moral, social, cultural, or aesthetic values. Other candidates mentioned different approaches to planning eg autocratic or democratic, as expressions of values held.

(ii) Standards were generally well understood as measures of adequacy or as criteria to judge goal attainment.

(b) The organisers what, where, when, how, and why were acceptable in this response. Some candidates ignored the word 'organising'. The terms rational/irrational or micro/macro were sometimes used to refer to decisions.

Section 1, Part B

FAMILIES

Question 6(a)

Excellent responses were able to give clear definitions of well-being and resource management eg.

Resource management is the process where individuals use available resources to achieve their goals. Good resource management is important as it satisfies the physical, social, emotional, intellectual and moral needs of individuals and families which are essential to well-being.

Better candidates were able to apply the management process in structuring their answer, linked the resource with the need fulfilled and made a judgment as to how well-being was affected.

Lesser responses focussed on non-human resources and physical needs as being synonymous with well-being. Some poor responses were obtained from candidates who confused the concepts in (b) in this question.

(b) Better candidates included a variety of structural changes, classifying these changes within the framework of family life cycle (establishment, expanding, contracting), or by circumstances such as divorce, death, imprisonment, remarriage, adoption.

A typically good understanding of the impact of these changes would read:

These structural changes may influence interpersonal relationships through problems in adjusting to different roles, conflict of personalities and uncertainty about expectations of each other.

Some candidates focussed on individual well-being and did not consider the family.

WORK

Question 7(a)

Better candidates were able to define work as an activity which promotes satisfaction of needs. These candidates identified personal resources as skills and knowledge and how these were associated with changes over the lifespan. Most candidates understood the relationship between work and self esteem and social status.

Average candidates concentrated on adolescents to the neglect of other stages of the lifespan. Some candidates restricted older people to voluntary work and baby sitting.

Question 7 (b)

Excellent responses provided full understanding of the concept of stress with examples of stressors eg:

Stress is perceived imbalance between a person's capabilities and the demands placed upon the individual.

These candidates were able to provide logical suggestions of strategies which would help deal with stress.

Lesser responses provided strategies without full explanation eg. 'may need to consider negotiating skills'. There was lack of understanding that alleviation of stress may be a long term goal. Money was often seen as the solution.

SECTION II

FINANCIAL MANAGEMENT

Question 8 (a)

Better candidates listed and described up to eight advantages and disadvantages. Advantages included convenience, ease of access, establishment of a credit rating, security and safety, overcoming short term money problems, and emergencies. Disadvantages covered included overspending, development of financial problems, stress, family conflict, impulse buying and instability of interest rates.

An example of a well structured reason is:

A major advantage of using credit is that you can have the goods or services immediately. Credit also allows consumers to use their future earnings to satisfy their immediate needs.

These candidates also discussed in detail the factors to consider when deciding on use of credit, including the amount needed, the source of the credit, how the credit will be repaid, and the interplay of needs versus wants in decision making.

Many candidates showed clear understanding of the decision making process. eg:

By using the decision making process, an individual can identify the situation, gather information, look at alternatives, and evaluate the alternative selected to see if the best choice was made.

Less able candidates repeated information by giving advantages and disadvantages with similar meanings or repeated information from (i) in (ii). Poor responses included minimal information without supporting facts to show a greater understanding of this topic.

Questions 8 (b)

Good candidates addressed all three areas in the question – budgeting and monitoring expenditure, living standards and responsible consumer decisions. They were able to show how the arrival of a child influences the total well-being of the entire family, and would continue to do so as the family moves through the life cycle. These candidates recognised that young children have different needs to teenagers and the family budget must accommodate these changes.

Most candidates showed a clear understanding that children consume physical and emotional resources of both parents and restrict involvement in other activities such as leisure. Candidates recognised that one adult usually leaves the workforce and that this is typically the mother.

Good responses were able to identify the changes in the physical environment and their impact on standards. eg the need for space, play areas, and community resources available. The decision making process was incorporated into discussions on responsible consumer decisions. eg:

making a decision about purchasing a product is based on the decision making process. This means they identify what it is they want to buy and then gather all relevant information about the product, make a list of alternatives and decide on the best alternative for their situation. Then they need to evaluate the decision.

Poorer responses tended to list points rather than discuss in detail.

HOUSING

Question 9 (a)

A variety of approaches were taken to this question. Many candidates used a family life cycle approach. Better candidates were able to state how cultural, personal and economic factors impacted on each stage and to suggest suitable housing options.

Candidates also considered how the family's basic needs changed throughout the life cycle and used terminology from the syllabus such as goals, values, standards, resources. Average candidates focussed on income as an economic factor.

Culture was seen as a way of life including religion, traditions, beliefs, superstitions and origins. eg

Culture is another important factor which influences housing choice. Religion can influence proximity to places of worship for certain cultures.

Many people migrating to Australia congregate in certain areas for reasons of cultural exchange, food availability, social reasons and a sense of belonging.

Better candidates were able to categorise personal factors and give detailed points on each. Average candidates identified obvious personal factors but did not always relate these back to housing options.

Question 9(b)

Many candidates chose similar rather than contrasting options, usually in association with homeless youth. Better candidates considered available and limited resources in each housing option. These responses identified specific needs and explained how they related to both the options selected. Major needs identified included social, physical, psychological with examples of each eg. privacy, independence, low cost, security, low maintenance, space, proximity to facilities. Eg:

A youth hostel will provide the opportunity to interact and socialise with others because in most hostels there are usually a number of people living/ sleeping in the one room.

Poorer responses merely described the physical aspects of each dwelling. Most were able to list physical needs but did not relate these back to the housing option identified.

PARENTING

Question 10 (a)

Excellent responses provided a sound knowledge of parenting styles giving a definition and consequences. Better discussion included positive and negative points. eg.

Democratic parenting styles involve the parents continually encouraging the children to participate in decision making. The children are expected to take responsibility for his or her action.

Average responses listed parenting styles with a brief definition of each style but little regard for parenting practices. Poorer responses gave inadequate information with little understanding or argument eg:

If the parents' peers take an indulgent style and their children are spoilt and misbehave then this will turn the parents away.

Question 10 (b)

Better candidates understood that communication is a two way process and integrated this with the development of children. Examples of independence were given such as:

Parents should allow the child to participate in family decision making as this fosters and encourages a child's independence.

Lesser responses defined or described communication but were unable to discuss its importance to fostering independence. eg

When a child is given responsibilities they should know they can ask questions and the parents should give them clear explanations of what to do.

WORK ROLES AND WORKPLACE ENVIRONMENTS

Question 11 (a)

The best responses to this question discussed the areas of culture, societal attitudes and gender with equal emphasis by showing their relationship to each other in the workplace. For example:

The relationship between culture, societal attitudes and gender participation in work is that of a common boundary which has to be crossed to succeed. This boundary is the boundary of acceptance; the acceptance of the individual's cultural background and acceptance by society.

The impact of culture was demonstrated by using examples ranging from the Middle East to Australian Aborigines. Responses stated the process of assimilation into the paid workforce with employment in lower status positions being suggested. The problems of having qualifications accepted was discussed as a barrier to higher status occupations.

Many candidates used the 'glass ceiling' analogy to refer to gender participation. These responses identified the dominance of societal attitudes held by middle class Anglo-Saxon males.

Less able candidates were unable to show relationships among the factors. Generalisations were given without supporting evidence. There was inaccurate information given about government legislation.

Question 11 (b)

Better candidates could provide a detailed description of the rights of new employees with use of technical terminology. These included wages, anti-discrimination, promotion opportunities, training, sick leave, parental leave, accident compensation, fair dismissal and right to join a union.

Some candidates were able to accurately refer to legislation eg:

As a new employee I would have rights under the Equal Employment Act, the Sexual Discrimination Act, Occupational Health and Safety Act, Work Cover, Award Agreements and Employment contracts.

Forming new relationships was seen as relating to work colleagues and members of the public or clients. That these people will come from different backgrounds and have different personalities was recognised.

New employees from school were seen to have challenges in adjusting to employers' expectations, the physical environment, time demands, and stress.

Poorer candidates answered this based on their own perceptions of work showing little understanding of the concepts. Rights were listed rather than described and some inappropriate language was used such as 'I should click in quick' or 'I should not slag off about my job'.

3 UNIT ADDITIONAL PAPER

FAMILIES AND THE LAW

Question 1 (a)

This question was popular with excellent responses showing thorough understanding of THREE workplace laws by being able to accurately name the law and show clear relationships between the intent of the law and the family. Examples to support the statements were both positive and negative. Equal Employment Opportunity was less well answered with candidates limiting their understanding to impact on female employees. Lesser responses to this question were either unable to sustain three examples or were unable to link their knowledge of the legislation to family life.

Question 1 (b)

Many students lacked accurate understanding of the term legislation. Some confused being a signatory to an International Convention with the existence of specific legislation passed by the Australian parliament and discussed examples which were not legislation.

Better responses contained accurate description of the legislation, including date of enactment and stated a clear purpose or function related to support or protection of the child. These responses identified who monitored the legislation and how. The best candidates discussed effectiveness and ineffectiveness of the legislation referring to several issues. Lesser responses contained inaccurate information, provided few examples of monitoring with no critical discussion.

The legislation most commonly referred to included the Child Care and Protection Act (1987); Child Support Scheme (1988) and Child Support Act (1989); Family Law Act (1975); Crimes Act (1983); Adoption Information Act (1990). Government departments, teachers, doctors, police, local courts, and social workers were among those named as having a monitoring function. Effectiveness of the legislation was judged in terms of personnel available to support the implementation of the Act, ability of the provisions to achieve their stated aim, lack of commitment from family members involved, time delays in court action, and societal attitudes.

LEADERSHIP AND GROUP DYNAMICS

Question 2 (a)

This question was answered particularly well. Candidates had an excellent understanding of the role of leadership, the qualities and skills of a good leader, and how leadership affects the overall effectiveness of a group. The concept of leadership was explained by statements such as:

A leader refers to a role of guiding, teaching and directing others in order to reach a goal.

Leadership is a process where leaders use techniques and methods to enable others to achieve high efficiency or productivity.

Leadership is seen as using skills to motivate a group towards achieving a specific objective.

Outstanding responses contained many examples of roles, relating these to effectiveness of a group. Strategies used by leaders included discussion of decision making style, management techniques, organisation and administration skills, developing self esteem of members, recognition and rewarding of efforts, vision, being a role model, negotiation, flexibility, mediating.

Many candidates discussed the criteria for group effectiveness referring to group climate, cohesion, needs being met, goals achieved and empowerment of individuals. Most students discussed three styles of leadership – democratic, autocratic and laissez faire, explaining how leadership style affected the group eg:

motivated, thus making the group ineffective.

Some candidates discussed the use of power bases (eg coercion, connection, information, reward, expert, legitimate) by leaders to improve group effectiveness. A four quadrant model – I'll decide; We'll discuss, I'll decide; We'll discuss, we'll decide and You decide; Ask for assistance if you need me – was also acceptable.

Question 2 (b)

Few candidates attempted this question. Excellent responses defined conflict; outlined conflict as a constructive and a destructive force, and discussed each in detail, giving both positive and negative aspects of each. Better candidates supported their answer with specific and relevant examples:

Constructive conflict – airing of grievances, opportunities for team building, alternate points of view.

Destructive conflict – individual versus group, loss of morale, stress in relationships, possible abuse/ violence, decreased productivity.

Management strategies identified included cooperative goal setting, conflict resolution, mediation, shared values, clearly articulated expectations, consistency of action, democratic decision making, open communication channels and commitment to total quality management.

MANAGEMENT STRATEGIES FOR SPECIFIC NEEDS

Question 3 (a)

Few candidates attempted this question. Only one good response was presented. The research plan needed to be organised around basic questions such as:

What is the task?

What information do I need to collect?

How will I collect the information?

The answers to each of these questions needed to be linked to the needs of the specific group. The research method needed to be identified – either quantitative or qualitative, use of surveys, questionnaires, case studies, observation etc. Sources of first hand data and second hand data (statistics, reports, journals) should be identified.

Candidates were required to justify their particular choice of data collection and analysis techniques. This section needed to reflect some categorisation of needs of the chosen group –eg. economic, physical, educational, social, emotional. For example, rural families in crisis needs may include economic support, family relationship support, changed roles and employment, social interaction, esteem. People with disabilities may need access, leisure opportunities, employment, mobility, acceptance, health care.

Question 3(b)

Excellent responses were able to select a group and outline why this group was considered to be disadvantaged in society. These responses contained at least six specific needs for their chosen group with a detailed explanation of each. Better candidates were able to identify societal structures specific to the needs and discussed how each enabled the group to satisfy their particular needs. Current societal structures included those related to the family, law, economy, religion, education and government. Specific agencies were named and these were evaluated for their positive and negative aspects.

SOCIALISATION OF CHILDREN

Question 4(a)

(i) Excellent responses gave clear definitions of socialisation and linked types of play to socialisation eg:

*Physical play develops ability to participate with others, to cooperate as a team member;
Intellectual play such as reading provides a variety of role models and how to react to situations;*

Social play encourages interaction, sharing, respecting others, practice of adult roles.

Play was seen to allow the child to learn right from wrong, to accept rules, and to encourage the experimentation with different roles and fantasies.

Average responses included the stages of play – solitary, parallel, cooperative, but failed to link these to the process of socialisation.

(ii) Points expressed as socio-economic factors included amount of money available for toys; time restrictions on play due to the need to assist in the household; working parents without time to play with the child; purchase of expensive toys/games which do not develop the child's imagination; paid child care workers who might enhance play opportunities.

Cultural beliefs expressed included expectations of the child role; religious influences; attitudes to spending on play things; attitudes to girls and boys roles and play; language barriers to participation in organised play groups/ sports.

Question 4 (b)

Excellent responses gave as examples the impact of role modelling from parents; pre-school attitudes and activities; school organisational factors; colour association; extended family attitudes; cultural traditions; voice tones; age of child; religious beliefs; male roles dominant in religious experience; imitation; playgroups; daycare reinforcing female as carer; feminisation of teaching force; lack of male role models in some families; level of education; economic status; media; toys marketed; names of occupations; books; impact of government legislation; sport.

Better candidates explained attitude changes while poorer candidates merely listed examples.

WORK AND POLITICS

Question 5 (a)

Eight candidates attempted this question. Only two candidates appeared to have studied this option seriously. The question required candidates to show understanding of the labour market as a concept and to give examples of the interrelationship between the labour market and the chosen issues.

Changes in the labour market include technological changes affecting the types and numbers of jobs available.

In relation to education, issues include changed nature of school education to link to workforce; political pressure for further training; loss of certainty of a job for life; and responsibility of the employer to educate the employee.

In terms of welfare, increased demands are placed on government for income support; fewer taxpayers support more members of society; increasing demands are placed on private welfare agencies, volunteers, donations; growth is occurring in jobs in welfare sector.

Superannuation is a financial product which is required by government legislation. Employers and employees are both required to contribute. Part time workers and those who experience discontinuous employment may suffer long term disadvantage in their standard of living.

Flexibility of work patterns enables employers and employees to gain. This may be in terms of production or family responsibilities. Modern communication technology is enabling more people to work from home.

Child care exists in varied forms – both formal and informal. Employer provided care is limited. Government is a major supporter of care. A high employment rate for mothers of young children creates pressure. Community debates are around quality, costs, accessibility of care.

Question 5(b)

Only one candidate attempted this question. The question required candidates to be able to define, with examples, political processes, economic policies and cultural factors. Political processes include government, union, citizen actions. These have changed the nature of paid work, improved efficiency, increased unemployment, increased work related stress, widened the gap between rich and poor and changed attitudes to acquiring skills.

Recent economic policies include those relating to deregulation, workforce reskilling and shift to a post-industrial economic base.

Cultural factors could include individual and social values about family, work, gender, race/ethnicity and disability. These shape the place of work, the type of work, who does certain work, and how work is done. These may create gender segregated work opportunities, waste human resources, hinder individual achievement, restrict sharing of power and wealth.