



BOARD OF STUDIES
NEW SOUTH WALES

1996 HSC

EXAMINATION REPORT

Life Management Studies

Including:

- **Marking criteria**
- **Sample responses**
- **Examiners' comments**

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Published by
Board of Studies NSW
PO Box 460
North Sydney NSW 2059
Australia

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ISBN 0 7310 7579 X

In relation to key terms used in the syllabus and in questions, the following glossary is provided.

Life Management—Glossary of Terms

TERM	MEANING
Analyse	Examine in detail the structure of a statement/situation, separating it into component parts.
Apply strategies	Choose a means of dealing with a given situation and show how it can be managed.
Assess	Make a judgement of the qualities/abilities of something to serve a purpose or to influence.
Compare	Recognise similarities and differences.
Construct an argument	Develop a logical explanation to support a statement.
Critically analyse	Analyse, showing positive and negative instances.
Critically appraise	Weigh up factors in order to make a judgement.
Critically discuss	Discuss, showing both sides of the argument, and make a judgement.
Define	Make a statement that states the essential nature or scope of the term.
Describe	Show understanding of a concept by use of descriptive words and phrases telling the characteristics or appearance of something.
Discuss	Construct an argument or case to support or deny a claim.
Distinguish between	Present criteria or characteristics that highlight differences in form or function.
Evaluate	Make a judgement after consideration of positive and negative effects/truth of a statement.
Explain	Give reasons or account for by means of detailed explanation — link cause and effect, eg ‘the relationship between’.
Explore	In-depth description that does not seek to suggest one solution.
Factors	Influences or facts that cause some effect or result, eg loyalty will be important in developing and maintaining positive worker relationships.
Generate	Create reasons, explanations or factors relevant to the situation.
Identify	Recognise and name selected features, examples of a concept, eg the advantages of renting.
Implications	Possible or suggested outcomes of decisions/actions.
Interaction	A human process in communicating among individuals or groups necessary to form a relationship.
Issues	Ideas or situations about which there is some discussion, contention or disagreement in society.
Justify	Provide sound evidence on which the response is based.

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.
Options	Things that are or may be chosen as possible alternatives.
Plan	Devise a scheme for dealing with a task or situation.
Predict	Suggest or forecast possible trends, consequences or outcomes of social issues.
Propose solutions	Give ideas or suggestions as to action or decisions to deal with a challenge.
Relationship	Links or connections between two or more phenomena.
Strategies	Actions consciously chosen as part of a plan.
Suggest	Provide possible reasons, outcomes, procedures for action.

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:

- demonstrate 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 3 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 candidate's 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 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.

2/3 UNIT COMMON

SECTION I — PART A

Question 1(a)

This question was poorly answered in terms of candidates relating the terms to family decision making. Better responses showed an understanding of the meaning of the terms and related them to family decision making, supporting their answer with relevant examples.

- (i) Goals are long, intermediate or short term aims that individuals/families set or hope to achieve. Standards are the guidelines individuals and families use to measure achievement of their goals. Desired standards will influence the amount of effort and resources a family is willing to devote to achieving a goal. Both goals and standards need to be recognised by families in decision making.
- (ii) Values are beliefs of what is ideal, important or desired by individuals and families. Resources can be human or non-human and are used to achieve goals, eg a family may value home ownership and will therefore allocate sufficient resources to reach this goal.

Question 1(b)

Better candidates described evaluation as being continuous in the management process and also related it to the end use of family resources. Many candidates gave a good definition of evaluation but did not relate it to its role in the management of resources. Acceptable statements included:

Evaluation allows the family to determine or measure how effective their decisions have been and if changes need to be implemented.

Families need to constantly evaluate how they are using their resources.

Question 2(a)

Most candidates were able to explain the meaning of loyalty and its importance in enhancing interpersonal relationships in the workplace. For example:

Loyalty enhances interpersonal relationships in the workplace as workers are more willing to confide in and provide support to each other.

Loyalty creates a sense of trust among workers/colleagues.

If workers are loyal to each other they will communicate and manage conflict more effectively. This results in achievement of goals and ultimately a more productive workplace.

Question 2(b)

Understanding of the term self-awareness was not evident in many of the answers to this question. Better candidates were able to explain how self-awareness promoted favourable interpersonal relationships in the workplace.

Self-awareness is being aware of one's own limitations, skills, capabilities. This enables workers to feel more confident which assists them communicating, socialising etc. in the workplace, therefore enhancing interpersonal relationships.

Question 3(a)

A number of candidates misinterpreted the term 'child-bearing' to mean childbirth. This led to unsuitable research questions being proposed. Better candidates had sound knowledge of research methodologies and ethical issues appropriate to the method rather than the ethics of the situation.

Examples of suitable questions included those which could have been the total of the research:

How do family roles and values change at the child-bearing stage?

What are the effects of the child-bearing stage on different family types?

or a sub-question within a larger research topic:

At what age did you have your first child?

How did the child-bearing stage affect the career/s of yourself and your partner?

Question 3(b)

Candidates answered either by categorising methods as quantitative or qualitative or with specific methods that can be used in either quantitative or qualitative research projects.

Qualitative methods such as a case study would detail individuals' attitudes and beliefs on the subject chosen. This method allows for detailed, in-depth responses.

Quantitative methods such as a questionnaire provide statistical data.

Survey provides a diversity of responses. Less time consuming to administer/implement than a case study or interview.

Question 3(c)

Appropriate terms included privacy, confidentiality, legal ethics, remaining anonymous, non-valid results due to skewed information, biased answers. A list of terms was not sufficient to obtain full marks.

Question 4(a)

Many candidates revealed a lack of understanding of the term 'values', did not have appropriate examples of values, and were unable to relate them to the concerns of youth. Some candidates were unable to interpret data from a table format.

Positive value statements were necessary. For example:

appreciating the importance of a clean water supply (for environment)

financial security (for making ends meet/unemployment).

Question 4(b)

Some candidates failed to relate the concerns of youth to social well-being. Some candidates gave examples of all the concerns in the table while others gave detailed examples for two or three concerns. Both approaches were acceptable. Examples include:

Homeless youth — they would feel alienated from their peers and suffer low self-esteem.

Without a stable family relationship and education youth find it difficult to form interpersonal relationships both now and in the future.

Alcohol may impact on social well-being of youth by influencing the way they behave. Peers/family might find this behaviour socially unacceptable.

Question 4(c)

This question was reasonably well answered. Some candidates changed the ranking of the existing variables to reflect concerns of the over fifties while others predicted new and different concerns for this age group. Both approaches were acceptable. Justifications were generally well reasoned. For example:

(i) Prediction: *Family relationships would be a major concern for the over fifties.*

Reason: *At this stage in the lifespan, individuals are entering the contracting stage and often require greater support from their families.*

(ii) Prediction: *The over fifties would be largely concerned with issues surrounding retirement.*

Reason: *They are worried about having sufficient financial security to meet their needs.*

Question 5(a)

The better candidates readily identified leader qualities that would facilitate worker participation in decision making. An explanation of the qualities rather than one word was required. For example:

A collaborative leader would encourage workers to discuss ideas.

Other qualities included having good communication skills, being non-judgemental, being open-minded, friendliness, ability to instil confidence, encouraging, democratic, being authoritative as opposed to being autocratic.

Question 5(b)

Poorer answers lacked an understanding of the value of worker participation in workplace decision making. The majority of candidates displayed a knowledge of the benefits and problems surrounding workplace decision making.

Positive outcomes included:

All workers have the opportunity to contribute ideas.

Workers have ownership of any change in the workplace if they have an input in the planning stage.

Promotes a democratic work environment.

Promotes a sense of team building.

Negative outcomes included:

Workers may not want to participate in decision making and feel more comfortable if a leader makes decisions.

Aggressive workers may dominate decision making.

Conflict may result as workers strive to have their ideas accepted by all.

SECTION I — PART B

FAMILIES

Question 6

This question assessed understanding of core concepts of interpersonal relationships and well-being. An understanding of the process of communication was necessary and candidates were asked to discuss ways in which communication could improve well-being of individuals and families. This required candidates to suggest how communication functions, then discuss how it acts to improve different aspects of well-being (happiness, self-esteem etc). For individual well-being, examples such as the building of self-esteem and confidence, reinforcement of appropriate behaviours, allowing feelings to be shared contribute to belonging, security and personal autonomy.

Family well-being is enhanced when needs and wants are known and valued. Communication improves decision making processes and outcomes, and families therefore function more effectively. For example:

Communication can break down barriers. To have personal well-being as well as family well-being, there must be no barriers.

Communication between family members is a means of enhancing emotional well-being, especially in times of stress or distress. For example:

Well-being can be affected by poor communication within the family — feelings are not expressed, problems are suppressed, tension and anxiety increases and members have little sense of belonging.

Question 7

This question focused on changes within families and those networks that might be used to help cope with change.

In part (a) the candidates were required to identify factors (influences or issues) that create change in either family structure or functions. These include economic, legal, social and technological factors. Changes in available resources, changes through the lifespan or changes in interpersonal relationships were acceptable examples of changes that resulted from various factors.

Structural changes within the family such as due to childbirth require a reallocation of roles, with one parent relinquishing a job while looking after the baby. Housing changes may also be necessary if the current home is too small.

Excellent responses cited a number of factors creating change. Discussion then ensued as to how these changes have affected families, eg their budgeting, priorities, etc.

Part (b) asked candidates to focus on support networks outside the family. For example, welfare provisions support families when economic change occurs either due to marital breakdown, unemployment, accident or illness. Child care is available to support the family when both parents are engaged in paid work outside the home and assists the family to manage their multiple roles. Community assistance may be available for families in the latter part of the lifespan who are unable to care for their homes adequately. For example:

Parenting groups are a support network that offer advice, counselling and information to parents, eg Mothers' groups, Early Childhood Centres. Working conditions have also been altered to support parents through leave arrangements and more flexible working hours.

WORK

Question 8

This question drew together the core concepts of work and interpersonal relationships. Better candidates identified skills of communicating, cooperative behaviour, assertiveness, collaborative decision making appropriate to either the worker or the manager/team leader. These candidates clearly distinguished between skills appropriate to a leader and to a worker and explained that some were appropriate to both.

Communication was seen as essential to sound group dynamics, as was the ability to adopt different roles.

As well as being a good communicator, the manager/leader must also possess the abilities to influence, lead and be assertive.

Many candidates discussed styles of leadership and better candidates were able to justify these in terms of the interpersonal skills central to each style.

Workers and managers both must be cooperative for effective teamwork, as without cooperation conflicts can arise and he/she may not get on with other work mates and the team may not work effectively.

Question 9

Part (a) of this question was better answered than (b). Candidates who were best able to identify attitudes and skills developed through unpaid work had a good understanding of the varied nature of unpaid work. Better candidates gave relevant examples of unpaid work such as:

fundraising (collecting money), volunteer care work for the elderly, children and disabled persons, community service, coaching sporting teams and volunteer work in schools and church

Lesser scripts only referred to housework, being unable to identify the resource management and interpersonal skills developed in this context. Work in community organisations, volunteer work, assisting in school settings, and undertaking the role of a parent were given as examples of unpaid work that developed skills in establishing routines, punctuality, time and energy management. The attitudes that were commonly seen to be enhanced in unpaid work related to self-esteem, job satisfaction, patience, compassion, loyalty and motivation.

Some candidates had difficulty in discussing how these attitudes and skills might be useful to an employer and to the employee when they seek to enter the paid workforce. A good explanation might be:

Employers like to see commitment, enthusiasm and sacrifice for work. The more skills you have, and the better your attitude is to work, the wider the range of opportunities open to you in the workplace.

Communication skills were seen as useful to interview technique; supervisors of unpaid work were cited as useful referees.

SECTION II

FINANCIAL MANAGEMENT

Question 10

This question required candidates to demonstrate their understanding of the steps in the management process — planning, organising, implementing and evaluating — and to apply this understanding to a specific purchase of their choice. Major purchases cited included a car, house, computer or stereo system.

Management was defined as planning, organising, implementing and evaluating. An example related to purchasing a house is:

Plan –

- where to live, dependent on social groups, location of work
- analysis of finances, ways of obtaining money
- development of a budget to meet the goal
- discussion of the type of house — size, features etc.
- ways of getting the house — building, buying.

Organise –

- appointments with banks, real estate agents, shop around
- organise searches, building inspections
- organise renovations.

Implement –

- purchase new home, make payments
- reassess budget, make sure needs are satisfied.

Evaluating –

- reflection on whether needs are satisfied
- can be a long term process
- needs change throughout the lifespan.

Better candidates showed an understanding of the individual nature of any such decision. For example:

As people change their social group changes, leisure activities change so it's important for one to always use the management process to see if something is worth purchasing or not. This could save many people time, money and energy. One's well-being could be satisfied through the management process.

Planning — When planning to buy a car, an individual has to make certain decisions, as to why you need a car? In what ways you are going to finance and afford paying for the car? Planning to buy a major purchase requires time, patience, money and individual commitment to feel secure, stable in making a huge purchase. Beginning to establish a plan which follows your goal and feelings of values, beliefs and standards.

Question 11

Popular circumstances that may cause changes in the household economy included divorce, unemployment, retirement and death. Candidates did not give many examples of improvement in family economics due to factors such as obtaining a job or better job, other partner joining the workforce, winning Lotto, or receiving an inheritance.

Part (a) required a discussion of both positive and negative consequences of the family change. For example, where a large sum of extra money is received:

There would be no stress in relation to family finances. Either one or both parents could consider giving up the workforce or relocate to a more prestigious area to live.

With unemployment:

the consequences could be harsh. The level of well-being within the family would decrease due to a decrease in income and financial resources. The unemployed partner may have to take on extra responsibilities/roles within the home such as domestic duties.

In Part (b) better candidates understood the concepts of goals and standards and were able to give at least two examples related to each of the circumstances identified.

HOUSING

Question 12

Better responses:

- (i) explained the concept of social well-being for both individuals and families;
- (ii) discussed and differentiated between social well-being of individuals and communities when considering each of the three housing forms;
- (iii) gave a series of examples that explained how each of the housing forms impacted on social well-being of individuals and communities, eg formation of friendships, companionship, facilities for recreation as a family and as an individual, and feelings of belonging;
- (iv) demonstrated a clear understanding of each housing form and gave specific examples of each.

Average responses contained understanding of the housing options but minimal understanding of the links to social well-being. Poorer responses listed advantages and disadvantages of the variety of forms of housing.

Question 13

Good scripts demonstrated knowledge of the term 'assess' and subsequently listed in detail numerous reasons for renting throughout a variety of life situations. Life situations identified included unemployment, changes in place of employment, death or disability, divorce. Candidates then made a direct link between the stated life situation and their assessment of renting or buying.

Candidates were able to discuss current economic conditions in relation to fluctuating interest rates, inflation, timing of purchase or sale of a home, and government initiatives. The best candidates were aware of investment properties, collateral for re-financing, and housing as an asset.

Buying gives you the freedom to go into other business ventures and investments because you have the collateral to mortgage to help raise money for the business or investment.

Interest rates are of great concern to home buyers as they affect the size of their mortgage repayments. During periods of high interest rates, repayments will rise if the mortgage is a variable interest one.

More limited responses listed advantages of renting and buying without assessment. They used the family life cycle as a life situation, often with only one other life change. The most limited responses gave irrelevant information about the forms and types of housing and the needs of the individual. The section on market conditions was totally disregarded in many of these responses.

PARENTING

Question 14

Better candidates provided a clear and concise, well-sequenced description of parental roles and responsibilities, with justifiable examples and connections between the parenting role and selected groups in the community. Definitions of parenting, community needs and well-being provided a supportive argument.

Parenting primarily is the responsibility of the biological or social parents who raise an individual from infancy or through their vital development stages until they reach maturity and adulthood where the role of the parent shifts from being provider and protector to onlooker and supporter.

Lesser responses failed to address roles and responsibilities or were overly repetitive.

Question 15

Excellent responses demonstrated an ability to interrelate the four major categories of community services with well-being and included detailed examples of how parenting skills were developed. These responses showed how community services enhanced parent roles and responsibilities and, as a result, well-being. For example:

Child care is a community service which stimulates well-being in the areas of intellect through play and social skills by means of interacting with others in a stimulating environment.

Less adequate responses focused on only one community service or generalised. For example:

Welfare organisations provide skills for families and parents to utilise in the home.

Poorer responses appeared to have difficulty in determining the emphasis in this question and some offered only isolated lists of community services with little reference to parenting skills and family well-being.

WORK ROLES AND WORKPLACE ENVIRONMENTS

Question 16

- (a) Better responses discussed that the working woman still felt the need to be ‘superwoman’ and backed this with statistics about the sharing of household work. Better responses recognised men as taking a more active but not equitable role. Historical factors, societal expectations and laws associated with the workforce were cited. Candidates felt that society’s attitudes to women working were changing but not at a pace concomitant with the changes that are occurring. Better candidates gave specific cultural examples. Cultural attitudes passed on from generation to generation were seen to have a significant impact on the family and expectations of the children.

The social fact that women take on part-time work more often and so are more available to take responsibility for unpaid work contrasted with the ability of many men to earn higher wages and progress in their careers. The ‘glass ceiling’ was used as an example, as was media portrayal of appropriate roles.

- (b) Good responses contained a comparison of traditional roles and the impact on today’s roles of more women participating in paid work. Conflict was frequently referred to in the management of the household. This was seen to have a long-term impact on family functioning. Role modelling from traditional to less traditional was given as a long-term impact of stereotyping.

Question 17

Home-based work was seen as increasingly popular as it allows women to work from home, thus allowing the combination of child care and a career. The increase in single parent families and increasing child-care costs has meant many people have to stay at home and home-based work was seen as meeting a financial and social need.

- A positive effect on social relationships was the ability to interact with other family members and for bonding to occur. Social commitments with family and friends could be met but the difficulties of drawing a line between work time and family time was recognised. The absence of peers for interaction was seen as a negative consequence of this form of work as better candidates recognised the important role of work friendships.
- Individuals who participate in paid home-based work do not have the same work cover as someone in a workplace environment. For example, they are not covered by the Occupational Health and Safety Act. The health and safety of all family members when work was conducted at home was recognised. For example, candidates spoke of dangers of electrical or mechanical equipment to small children and of effects of poor lighting, seating and sedentary lifestyle.
- The role of trade unions was understood as protecting the worker from exploitation and to ensure reasonable pay, leave and entitlements. Wrongful dismissal and discrimination were other issues dealt with by unions. The fact that trade unions rely on large numbers of workers coming together was recognised by better candidates who understood that working at home diminished the power of trade unions and therefore their influence in society.

3 UNIT (ADDITIONAL)

FAMILIES AND THE LAW

Question 1

The best responses displayed an organised and logical sequence of information. The family was clearly defined in legal terms, often using the Australian Bureau of Statistics definition as a baseline. Changes in the law were linked to societal and familial changes.

Over recent decades, family formations have emerged in society. There are many family forms which do not fit under the Australian Bureau of Statistics definition and thus it is difficult to come to a definition which covers all family forms. Society's attitudes and values are changing and this can be seen through the family forms that have been merged in Australia.

Excellent responses described a wide range of laws in detail and were able to explain how each reflected a broadening definition of the family. Recent amendments to the Family Law Act were included. Examples of laws discussed included the Marriage Act, De facto Relationship Act, Family Law Act, and legislation governing the adoption of children, child support, maternity/paternity leave, and Equal Employment Opportunity provisions. Some candidates were able to show how laws impacted upon a cross-section of family structures:

The laws and society have finally made attempts to recognise homosexual couples. For the first time they were included in the 1996 Census.

Traditional Aboriginal marriages are considered as defacto relationships by Australian law.

In Australia, laws concerning defacto couples vary between states. NSW legislation provides for defacto relationships in several terms through the Defacto Relationships Act (1984) NSW.

The Adoption of Children Act (1980) is primarily there for adopted children's rights. Previously these children would not be treated with equity in relation to biological children and would therefore be neglected in wills and maintenance.

Lesser scripts contained a definition of families and good knowledge of family types. However, these candidates had a lesser understanding of how to relate laws to the broadening definition of the family. They were also limited in the number of laws used as examples in the discussion.

The poorest scripts showed no understanding of the term 'broadening'.

Question 2

This question was attempted by few candidates. Excellent responses tended to make connections between legislation and consumer rights and responsibilities. These candidates were able to outline the reasons for the development of consumer legislation and discussed legislation in detail. A wide range of legislation was included, eg Door to Door Sales Act, Contracts Review Act, Trade Practices Act, Consumer Credit Act and the Fair Trading Act.

These candidates also recognised the self-help aspect of consumerism and that consumer responsibility is not necessarily diminished by legislation.

Average responses contained a definition of consumers and usually a stand was taken in response to the statement. These candidates concentrated on explaining how legislation protects rights while recognising that consumers must also take responsibility for themselves.

The poorer responses contained reference to only one piece of legislation and gave a generalised outline of consumer rights.

LEADERSHIP AND GROUP DYNAMICS

Question 3

Community groups such as Lions Clubs, sporting groups, interest groups were given as examples. Some groups were identified as voluntary, such as a band, and structures were categorised as loose or tight depending on the organisation chosen. Some candidates used hierarchical diagrams to exemplify the structure of the organisation and compared this to a given family situation. Candidates acknowledged that most groups had some sort of leader whether it be a manager, supervisor, matriarchal or patriarchal head of the family.

Most candidates recognised that each person has a specific role and tasks in each type of group situation. Better responses contained discussion of qualities such as support, good communication skills, respect and encouragement for each member of the family group.

Question 4

Candidates described leadership as a group phenomenon involving organisational objectives. Some described leadership as the power to influence others through effective communication skills such as negotiation. Better candidates stated that different leadership styles were appropriate in different organisations and in different work situations. Types of leadership were described — an authoritarian leader was seen as the person who makes all the decisions without input from others. Democratic leadership was explained as a person who valued the ideas and opinions of others and this was seen as the most effective form of leadership.

Laissez faire style was not seen as effective for most circumstances. An effective group was described as having commitment to the group's goals and achieving a high level of productivity.

The role of leaders was seen as harnessing the unique abilities of others, delegating tasks and team building to achieve the specific objectives of the group. Conflict resolution through a win-win technique was frequently given as an example.

MANAGEMENT STRATEGIES FOR SPECIFIC NEEDS

Question 5

- Candidates justified the goal of maintaining independence by explaining reasons why groups with specific needs require independence. These specific needs included self-esteem, and being able to support themselves without government or family structures. Justification was linked to an evaluation of public policy.

- Public policy examples included government legislation, council provisions/services, community support structures and community attitudes (acceptance of disabled and anti-racism).

Candidates listed a lot of examples for different groups, evaluating their impact on the attainment of independence. Policies included:

Financial — welfare provisions (pensions, public housing, rental assistance), availability of retirement villages, nursing homes, EEO and sheltered workshops.

Physical — ramps and railings, Skill Share, disabled access to transport, Meals on Wheels.

Emotional — counselling, refuges.

Social — special interest groups.

Examples of typical responses for positive impacts of policies included:

Community resources such as Meals on Wheels and Home Help enable the elderly to remain living at home without the need to rely on families for assistance in household tasks. This enables them to feel a sense of dignity and self-worth.

Provision of volunteer community work enables the elderly and unemployed to contribute to their community in a positive way.

Examples of negative impacts included:

Unemployment benefits can discourage youth from obtaining employment. Employment could eventually lead to well-paid jobs that keep them independent of the need to rely on government assistance and handouts.

Lack of ramps/rails for the disabled in public places such as shopping centres means they need to rely on other people for shopping which reduces their independence.

Question 6

Excellent responses addressed each condition — economic, political and social — by giving examples of how the condition advantages or disadvantages groups. Candidates evaluated the effect of the advantage or disadvantage on the identified group. Most candidates addressed two groups.

Economic conditions included superannuation, social security, eg unemployment benefits, financial strain from low incomes leading to a reduction in leisure opportunities and a reduced quality of life; interest rates, inflation, credit availability and its mismanagement.

A typical response was:

Homeless youth suffer reduced opportunities for adequate education to enable them to obtain a job that could support them to become independent.

Political conditions included allocation of funds, anti-discrimination, and politicians' lack of knowledge of community needs. Most candidates gave extensive examples of government-funded programs and benefits, eg travel concessions for the aged.

Typical responses included:

The elderly are not always disadvantaged by the political system as the retirement age has now been abolished to allow people to continue working until their physical and mental capacity necessitates their retirement.

Social conditions included generalised community views such as increased awareness of groups' needs, opportunities for social interaction, lack of knowledge of facilities/services available.

Frequently, skilled female workers are reluctant to return to the paid workforce because of anxiety felt from wondering whether or not they are neglecting their child's developmental needs. Pressures such as these stem from social beliefs that women should remain at home with children.

SOCIALISATION OF CHILDREN

Question 7

Excellent responses were well organised and had a logical structure. Candidates demonstrated a very good knowledge of children's services and linked these to identified family and community demands with an appropriate assessment of each. Candidates were able to justify the need for improvement in children's services and were able to assess current provisions.

Since the increase of women into the workforce we have seen an increase in the number of child services available to the family. This has come about with the introduction of child-minding services like pre-schools, kindergartens, before and after school care, vacation care, and long day care. Even though there seems to be many of these various services available, they fall short of family and community demands. This can be seen in the waiting lists at most centres.

Local governments have tried to provide some children's services to aid the community's demands. Toy lending vans service families that are isolated either geographically or financially. This service tries to help those families by providing a service that helps children widen their social skills, but due to cutbacks by local governments these services seem to be very few and hard to find.

There are also services which provide social, moral and religious services to children within the community. These include sporting clubs, Girl Guides, Scouts and Christian youth groups. Many of these have sprung up because the community has seen the demand and responded to it. The services seem to be adequate in cities but again are lacking for rural areas.

The lack of children's services can be witnessed in the media every day when they talk about children hanging around shopping centres or gathering in gangs or getting drunk and using drugs. We now see voluntary organisations such as the Salvation Army going around the streets to help children on drugs and homeless children.

Question 8

Excellent responses were able to identify and focus on specific developmental needs as per the syllabus, ie physical care; affection; play and guidance. These candidates were able to justify the need for a partnership between school and family with examples of procedures used at school where parents are involved in enhancing their child's development. Candidates justified the positive impact of parents in developing self-concept and self-worth during childhood.

Having a partnership between the home and school allows the family to utilise resources which would not necessarily be available to them otherwise. School helps the child to develop physically. Although children have the opportunities for play at home and outside the home, it is often when they get to school and have opportunities to play with other kids of their own age that they fully develop gross and fine motor skills which would be useful later in life.

It can be argued that the family is the most influential in the early stages of socialisation for younger children. However, the schools or child care services often supplement (that is what the parents can't do) or complement (enriches what the parents do) the parents' influence on the child developmental needs.

WORK AND POLITICS

Question 9

Better candidates were able to discuss the common concerns of the employers such as the costs associated with hiring, training and replacing staff, absenteeism, Occupational Health and Safety issues, worker morale and government incentives.

They also showed a sound understanding of common employee concerns such as the inflexibility of employment hours, school vacations, before and after school care availability, health-related problems such as stress, accidents and drug abuse.

Better candidates were able to look at policy development via collaborative decision making by employees and employers. The policy should reflect the central importance of families, parenting and other care-giving to society. There needs to be a realistic balance of responsibility between the employer and employee.

Question 10

Management strategies were clearly understood by better candidates.

Management strategies involve decision making and action to achieve one's goals. This goal is to achieve multiple role expectations. Most people face competing demands on their time, energy and other resources arising from their particular roles.

Better candidates were able to list the advantages of management strategies. For example:

Clarifying values, setting goals and standards, prioritising goals and planning the use of resources assist people to focus on what's most important. Ongoing evaluation is important for those with multiple role expectations.

Limitations of management strategies were addressed by better candidates, eg poverty, gender stereotyping, reliance on people working cooperatively, good communication skills and conflict resolution skills.