



BOARD OF STUDIES
NEW SOUTH WALES

1997 HSC

EXAMINATION REPORT

Life Management Studies

Including:

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

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1997 HIGHER SCHOOL CERTIFICATE EXAMINATION

LIFE MANAGEMENT STUDIES

ENHANCED EXAMINATION REPORT

Candidature

The candidature for the 2/3 Unit (Common) course in Life Management Studies was 2387. The 3 Unit (Additional) examination was attempted by a further 768 candidates. This represents an increase of 184 candidates attempting the 2/3 Unit (Common) paper and a decrease of approximately 30 candidates attempting the 3 Unit (Additional) course.

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 outcomes of the Life Management Studies course, questions set in both papers will reflect this focus.

General Comments

This examination report should be read by linking the relevant contents pages of the syllabus and outcomes in knowledge, skills and attitudes expressed in the syllabus.

There was a vast reduction in the number of candidates who attempted inappropriate combinations of questions or answered all the options in the 2/3 Unit (Common) paper. It would appear, however, that some candidates attempted Options based on general knowledge rather than on serious study.

Marking of HSC scripts is a summative process. Achievement, rather than lack of achievement, is being assessed. The marker's task is to award marks for the positive and correct parts of the response. General principles apply to such features as language used, ability to convey information effectively and clarity of expression. There is no one correct way to approach an Life Management Studies essay question. In some cases, a formal structure of introduction, body and conclusion is appropriate, while in other questions this may not be the best way of answering the question. Candidates should be guided by the structure of the question and the verb that begins the question.

Every question in the paper is linked to core concepts, processes and outcomes of the syllabus. Core concepts are organisers of information that allow individuals to link and integrate facts and processes in a meaningful way, thus creating deeper understanding. Concepts have names, attributes, examples and non-examples. Conceptual understanding is enhanced by asking questions of what, why, how, who, when and where. For example, in coming to understand choices in housing, the following questions might be relevant:

- Why might a family need a particular form of housing?
- Who might be affected by the costs, locality and size of housing available?

- What might be the outcomes or consequences of changing housing throughout the life cycle?
- How is choice of housing managed by families and individuals?
- Where might individuals seek guidance to assist them to obtain housing?

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

TERM	MEANING
Analyse	Examine in detail the structure of a statement/situation, separating it into component parts.
Apply	Use the information to explain/justify a claim.
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.
Explain	Using your own words, give reasons or account for the situation — link cause and effect, eg ‘the relationship between’.
Explore	In-depth description that does not seek to suggest one solution.
Evaluate	Make a judgement after consideration of positive and negative effects/truth of a statement.

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.
Issues	Ideas or situations about which there is some discussion, contention or disagreement in society.
Implications	Possible or suggested outcomes of decisions/actions.
Interaction	A human process of communicating among individuals or groups, necessary to form a relationship.
Life cycle	A sociological concept usually used to refer to groups such as 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.
Justify	Provide sound evidence in defence of the proposal on which the response is based.
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 objectives and outcomes of Life Management Studies. These guidelines are used by markers after assessing specific attributes of a question in order to establish 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 were 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 personal 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 student'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.

A pilot marking phase is used to 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 daily random checks of scripts marked by individuals in their team to ensure standards are being applied consistently. One script is circulated to each member of the marking team during each marking session. This is called a check marking script and is used to check and maintain standards.

After the marking scheme is finalised and the marking operation begins, statistical reports are produced daily. 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 daily 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

Please refer to the 1997 Examination Paper for details of these questions.

Question 1

This question assessed candidates' ability to interpret data and also examined the outcomes 'use a variety of reporting methods for data collected through research' and 'predict outcomes of specific lifestyle behaviours', as well as knowledge to 'describe how change in families impacts on the roles of men and women'. The core concepts examined included Well-being and Resource Management.

Candidates experienced considerable difficulty in reading and interpreting the graph, a skill that should be developed as part of the preparation of candidates for the IRP. Limited responses of two or three words in answer to parts (e) and (f) did not earn full marks. Better candidates understood the meaning of the term 'implications' (see Glossary, p 5).

Question 2

This question required candidates to describe aspects of the communication process and then to be able to link this knowledge with that of 'factors that affect the interaction [within] families'. Core concepts within Interpersonal Relationships were the focus of this question. Excellent candidates understood the word 'barrier' in part (a) of this question and fully explained non-verbal communication, giving examples of how gestures etc could act as a barrier. Part (b) was generally well answered with some candidates ignoring the word 'role'. For part (c) good responses gave examples of technological changes and how these enhanced or detracted from family communication patterns.

Question 3

Candidates were examined on their understanding of Lifespan Development, a psychological concept applied to individuals, not Life cycle, a sociological concept accurately applied to groups. Relevant syllabus outcomes in this question to 'identify the physical ... needs throughout the lifespan' and to 'describe the ways that families ... can support individual development'. Poorer candidates confused physical development with social, emotional and intellectual development. The sequential nature of this question meant that candidates who had clear understanding of the basic concept of lifespan development maximised their chances of gaining marks throughout the question.

Question 4

This question focused on the core concept of Resource Management in relation to work. A relevant outcome is that in which candidates are required to 'explain how management strategies can be applied in a variety of contexts'. Poor responses indicated a lack of understanding of the term 'resources' and no knowledge of the management process in relation to resources.

SECTION I, PART B

FAMILIES

Question 5

Discuss the changing nature of the interpersonal relationships within families as children pass through different stages of the lifespan.

This question examined knowledge of forming and maintaining interpersonal relationships in the context of families growing and changing throughout the lifespan. For a good response, candidates needed to be able to identify factors that influence interpersonal relationships, to understand the nature of changes in families, and to recognise characteristics of the different stages of human development.

Excellent scripts identified a variety of examples of interpersonal relationships in the family, eg parent/parent, parent/child, child/child. These scripts discussed the complexity of the relationships, providing good examples.

Primary school children will require encouragement from other family members. The parents can now communicate freely by conversation with the child, enhancing the interpersonal relationships by helping with his/her schoolwork, talking the day's events over at night.

For adolescence, a fully developed explanation might read:

Families may not see a lot of the adolescent at home as they have many priorities and things to do, eg go out with friends. Interpersonal relationships in the family can be neglected at this stage and parents feel 'out of touch' with their child as well as siblings feeling as if their brother/sister has no time for them.

Better responses acknowledged that the lifespan encompasses adult-to-adult relationships. An example of this recognition was:

Parents may give advice to their 'child' on the raising of his or her own family; they can provide financial and emotional support and often serve as care givers for their children, additionally establishing bonds with them too.

Average scripts focused on interpersonal skills and often reverted to a discussion of needs satisfied through interpersonal relationships. For example:

As children develop, their interpersonal skills develop and improve within the family, the family's relationship may improve as communication skills improve and the family can become stronger.

Question 6

(a) Describe functions that families fulfil for society.

(b) Discuss how TWO of the following have influenced traditional roles within families:

- **Changing values**
- **Technology**
- **Government support.**

Part a) of this question required candidates to describe how families fulfil functions for society, rather than for their individual members. This required knowledge of family functions to be expressed in terms of the benefits to society.

Part b) required candidates to link societal changes to roles performed by family members, and to explain the contribution of governments and communities to family lives. Better candidates extended their discussion of family members to include children and, for example, grandparents.

An excellent response to part a) made comment such as:

The family has adaptive functions to ensure children adapt to the changing society values, traditions, attitudes and technology; moral functions to teach right and wrong and expected behaviours, economic functions to provide money for the society through work and production at work. This in turn provides for the physical needs of members who learn to grow as healthy and good citizens for society.

Part of an average response in which the student understood functions of families but failed to focus the answer on how families are important for society follows:

Families teach their children how to socialise effectively and instil a moral responsibility in their children, teaching the difference between right and wrong and the benefits and consequences of each. They teach their children how to adapt to change effectively so they are better able to handle circumstances and situations that are different from their 'normal' ones.

They teach them cultural beliefs so as to give them a sense of responsibility. They prepare them emotionally and physically by providing support and encouragement and fulfilling their needs.

Religion is passed on in order to give them a spiritual direction and it's encouraged.

An example that more clearly demonstrated candidates' understanding of the question included statements such as:

Families have a cultural function. They teach children the traditions, customs, language, and technology of the culture which they are a part of. They teach children the norms and behaviours of the society in which they live.

In response to part b) Changing values, part of a sound response might have read:

Changing values have changed roles within families. Women now have been accepted into the workforce and can bring money into the home. This means that the traditional role of woman being the housekeeper has to be shared with the male partner to ensure a good balance of both members. Families value time and leisure and the contraceptive pill has allowed for families to plan when they start a family and therefore have time to plan changes in roles that they may face later.

For technology and roles, a good example was:

Labour saving devices such as microwaves, electric knives have meant that traditional roles are less strenuous. The mother no longer has to spend long hours in the kitchen preparing dinner for members due to the introduction of convenience foods and fast food chains. Food preparation roles are minimised and all members are expected to help out.

For government support, roles might change because:

Child care support allows mothers to return to work and earn an income unlike the traditional roles of 'housewives'. Single parent allowance means people are finding it easier to survive on their own and divorce rates are higher (significant if in a bad marriage).

Equal Opportunity legislation and Affirmative Action reflects the government's support and has increased the workforce participation of women. This led to a changing of roles within the family as the traditional roles of women being the homemaker and men being the breadwinner are no longer accurate.

WORK

Question 7

Discuss the role of personal management in balancing work and family commitments.

This question focused on candidates' understanding of how management processes can be applied in a range of contexts, on recognising the consequences of selected actions, and acknowledging the negative and positive aspects of particular changes in life. For a good response, candidates needed to demonstrate knowledge of management processes and factors influencing personal decisions in the given situation. Well-being was recognised by the better candidates as an outcome of successfully achieving the goal of balancing work and family commitments. The term 'personal management' emphasised the ability of the individual to create their own well-being.

An excellent response demonstrated a clear understanding of the basic management concepts, thoroughly explaining the management process and factors influencing personal decisions, eg values, goals, standards, resources (time, money, communication skills, interpersonal skills), relating the discussion to fulfilment of needs.

The role of personal management allows both the individual or family needs, eg physical, social, emotional and intellectual, to be met. This creates a balance between family and work commitments when things are running smoothly and everyone is happy.

Excellent candidates were able to give an accurate description of balance and could explain both the positive and negative consequences of balance in their lives.

On the other hand, if an individual doesn't manage this decision correctly then their well-being will be negatively affected. In this example, by not balancing work and family commitments, you may find that your physical well-being is lacking because too much time is spent in the workplace.

Excellent responses clearly explained how management processes could be applied equally to both work and family with relevant discussion and appropriate examples: using technology, rosters, labour-saving devices.

Being at work all day and coming home late may not leave enough time to do household chores. Setting up a roster system at home is managing who can do certain duties on certain days after school. This type of personal management allows the weekends to be free of household chores, and plenty of quality time with the family.

Some candidates attempted to define personal management. For example:

Personal management is being able to manage different aspects of your life. For any management decisions, the management process of planning, organising, implementing and evaluating is very important.

Personal management is something we all must do to achieve our goals, and once our goals are achieved, our standards, values and attitudes are all increased into a state of positive well-being.

Being able to balance work and family commitments may be a difficult task, but with knowledge of the management process and being able to utilise all your resources effectively, will enhance your chances as well as enhance your state of personal well-being.

Above average candidates gave relevant examples both in the workplace and the home such as:

Setting priorities and setting an action plan with principles to follow is one way of ensuring a successful balance.

Usually a person has set work times. However, they may be flexible or shift work in which case time needs to be managed more effectively so that the needs of both work and family are being met.

Personal management in balancing work can be negotiating with the employer enough time in each week to spend time with family members.

Average responses could explain why management was necessary and often gave more emphasis to one or the other arenas needing management.

Question 8

Discuss ways in which school leavers can enhance their opportunities for suitable employment, while maintaining individual well-being.

This question focused on application of management processes and was interpreted in two different ways: by reference to school leavers before they actually leave school in Years 10 or 12, and after they had left school. Either approach was acceptable. Some candidates emphasised the range of post-school options for further training/education, such as university, TAFE, traineeships. Others included reference to part-time and voluntary work as a means of developing work-related skills. Excellent responses identified human resources such as knowledge, the need for positive attitudes, personal presentation, interpersonal skills and goal setting. The better responses identified aspects of personal well-being such as satisfaction of needs, self-esteem, status, satisfaction with life, and identified the role of significant others in this well-being, eg family, peers, counsellors for career path planning.

Examples of responses included:

Part-time and voluntary work provides an individual with self-esteem, confidence and skills. This sense of well-being helps school leavers obtain suitable employment as they develop personal resources that will help establish a career.

Resources, including employment and training with family members or friends can be used to increase skills, knowledge and income. This maintains well-being as the individual has an income which can be used to meet needs.

An individual may improve their attitude by establishing realistic goals and establishing a motivating purpose to their life.

School leavers have established a pool of knowledge about themselves and their environment. This experience will enable them to access opportunities that may not have already been considered.

Lesser responses gave limited interpretation of well-being, often referring only to self-esteem and self-confidence. For example:

School leavers may be involved in voluntary work. This will enhance their well-being as they become more confident, achieve greater satisfaction and feel they are contributing to society.

TAFE increases chances of finding employment by providing in-depth, relevant and specific skills and training. Often job placement is provided and work placements are mandatory, providing practical experience.

Lesser candidates concentrated on subject choice in school rather than projecting to the future. These candidates often listed ways of enhancing opportunities rather than discussing them. Many candidates in this bracket concentrated on needs rather than well-being.

For example, the statement *'Whilst at school, candidates should take care choosing subjects. They can increase job skills by choosing industry based courses such as hospitality or choosing subjects which will help them get into a University course'* assumes that there is an established link between skills gained in school or courses and future employment.

SECTION II

FINANCIAL MANAGEMENT

Question 9

Explain the relationships among available economic resources, values, expectations and living standards for financial planning in households.

Better responses to this question demonstrated clear understanding of the key concepts of management — needs, goals, values, standards, resources — and how each of these affected others in the set. Examples were used to clarify the argument, such as the relationship between economic resources available and values that might motivate and prioritise decisions. Understanding of decision making was central to the answer.

Excellent responses explained the terms in the question. For example:

Values and expectations form the basis of what each person assesses as an acceptable standard of living. Values are the things that we deem to give meaning to life, and the standard of what we consider to be worthy.

Better candidates clearly outlined the relationship between each of these factors and the way each of them related to financial planning.

The higher the expectations that we have, the higher our standard of living will be. Therefore, to provide for our higher expectations we require more economic resources so that we may fulfil these expectations.

By requiring a dishwasher, the financial planning in a household would involve reorganisation of the budget so that this cost could be covered as soon as possible. The way that values can influence financial planning may be through such as way as to determine what an individual needs.

Question 10

- (a) Explain changes to family income that may arise as a result of changes in the market economy.**
- (b) Describe financial management strategies that may be used to respond to these changes.**

This question required knowledge of relationships between the household economy and the market economy, and the ability to describe positive ways of dealing with change. Many candidates had a limited understanding of the market economy and how changes occurred in such things as interest rates and inflation. Family income might rise or fall as a result of changes in the market economy, and associated costs of living might be balanced by actions within the family.

An example that demonstrates clear understanding was:

The market economy is an economy where the allocation of resources results from the decisions made by those who supply on demand. There is a direct relationship between household economy and market economy as, when the market economy has high inflation or is in recession, the household is influenced by high interest rates and unemployment. The household economy has four main forms of production: labour or wages, land or rent, capital or interest rate, and enterprise or profits made from businesses. The household uses its income to consume from the marketplace, therefore affecting supply and demand.

In terms of changes, sample statements demonstrating links included:

When the market economy experiences high levels of inflation, therefore leading to periods of recession, the household too is affected. Recession often leads to unemployment, therefore many families no longer have an income coming into the family and must rely on government benefits.

The family income decreases due to unemployment, therefore family expenditure will decrease affecting the marketplace. Whilst there is little money coming in to the family unit, then little money will be going out. In this circumstance, demand is little and supply is great, causing companies to lose money, hence further unemployment due to the need to retrench workers.

Better candidates gave specific examples for each change affecting the family. For example:

During periods of high inflation, an individual whom is wanting to sell a house is at an advantage as the price will be high yet the person buying the house after the recession will be at less advantage as the value of the dollar has gone up.

In part b) the strategies most commonly identified included the development of a budget, management plan, and simple methods of planning such as devising a shopping list and buying goods on sale. Candidates identified the need to set priorities based on family goals. The use of government benefits such as social security and AUSTUDY was discussed as a strategy to assist.

HOUSING

Question 11

Housing is a process in which individuals and families exercise choice from available resources.

Discuss this statement in relation to financial aspects of housing.

This question linked understanding of the use of resources to optimise well-being with ability to describe decisions that acknowledge a range of influencing factors. Candidates needed to be able to identify resources significant to the task of housing the family or an individual. These included financial resources and human resources such as skills and knowledge. Better candidates suggested links between the type of housing sought, its availability in a particular location, and its associated costs and benefits. Resources that are available to direct towards housing include income and savings, and are influenced by the stage of life, predicted future, goals and needs.

Good candidates were able to differentiate between human and non-human resources and analyse the options and possible decisions associated with each resource. For example:

When buying, individuals and families have many financial lending institutes — a resource available to them. Banks, Building Societies, Credit Unions and some solicitors have money to lend. The individual and family must choose the loan based on their financial condition. Affording the initial deposit, establishment fees, current interest rates and repayments all need to be considered. A mortgage is a serious commitment and consumers are encouraged to seek as many options as possible, consider their flexibility and appropriateness to their own needs, then make an informed decision.

Resources discussed in depth included rented and privately owned properties, loans through a range of financial institutions, different housing forms and land.

Financial forecasts and market analysis are essential in housing decisions. Reading journals and the newspaper keeps people up to date with housing trends. For example, it is predicted that house prices will rise in 3 years up to 38% (in Sydney). Forecasts tell potential buyers of costs, market forces and changes in interest rates.

Other candidates outlined financial aspects of housing in terms of the management process.

There are a variety of types and structures available today. However the degree to which individuals and families may be able to rent or buy a home of their own choice will depend on their financial resources, as housing requires the implementation of effectively utilising all financial resources. Thus, the amount of money we have or earn will ultimately play a major role in not only whether we buy or rent but also the size, style and environment we choose to live in.

The costs of buying versus renting and the associated advantage of each must be considered. Renting is not an investment but maybe the only alternative available due to the need for mobility with employment or the lack of money for a deposit to buy. When choosing which property to rent, the cost among other considerations such as location must be considered. Having enough money to pay the bond initially must be considered and decided upon. Buying is often a better alternative as it is more secure than renting and is a financial investment.

Some candidates used the family life cycle to organise their answer, explaining financial status and housing needs at each stage.

Affordability is a major factor in housing for many. A family may be expanding and need to move to a bigger residence. However, this family may not have the money available to buy a new house so must consider other available resources such as land. The family may have enough space to extend their home out or up as an alternative to moving.

Question 12

- (a) Describe existing strategies to reduce homelessness for individuals and families in Australian communities.**
- (b) How might local communities assist further in meeting the needs of the homeless?**

This question examined knowledge of current strategies and innovations to meet community needs and the student's ability to describe ways of proactively dealing with community issues. Responses in the excellent range described in depth the strategies to reduce homelessness. In part a) they were able to outline government strategies such as the Supported Accommodation Assistance Program, Crisis Accommodation programs, and public housing, the Homeless Youth Allowance, rental assistance and other welfare programs through Centalink, foster care through the Department of Community Services, and training programs for employment.

Examples of good responses that linked accurate knowledge of programs and described their functions included:

The Supported Accommodation Assistance Program (SAAP) helps homeless by offering short term housing in the form of halfway houses, hostels and refuges although it has recently started supply housing on a medium to long term basis. SAAP helps by not only offering housing but offering counselling, advocacy, referral, training in everyday skills, childcare and jobs. This enable homeless families and individuals to gain skills which will enable them to get a job and earn money so that they won't be homeless.

The constant attempt to reduce the homeless rate of families and individuals is being targeted by the operating of organisations such as St Vincent de Paul, Salvation Army and also Sydney City Mission. All these organisations assist the homeless by giving them food, money and clothing and in many cases some place to stay which is exactly what the people need. These organisations also have refuges where homeless people can go to get shelter, food and even counselling if that's what they need. The community sets up these refuges which are used to shelter those who haven't got a home.

In part b) a wide range of strategies were suggested to further reduce homelessness. Part of a sound response read:

The community can assist in reducing homelessness by solving the problems that cause homelessness. The community should step up against discrimination due to disability and make all individuals aware that a disability does not make grounds for not employing a person and if someone is disabled it does not mean they can't do the job, just give them a chance. To assist those in financial crisis banks, credit unions etc should teach individuals how to manage money, ie teach how to do a money plan, the basis of budgeting.

Some candidates were also able to link fulfilling personal needs with specific strategies.

Through the organisations within Australia (such as the Salvation Army and Sydney City Mission) the community may help in donating food and unwanted clothing in order to help the homeless satisfy their physical needs. Community could satisfy the emotional and social needs of homeless individuals by participating in soup kitchens and talking to homeless people, forming friendships and interpersonal relationships. The community might fund such projects.

Lesser responses contained few strategies and most could not accurately name specific agencies or government programs providing the service. In part b) the discussion tended to focus on the reasons for homelessness or personal accounts rather than suggesting ways for the community to further reduce homelessness.

PARENTING

Question 13

Discuss the management strategies that parents may use when establishing a blended family.

This question addressed parent–child relationships, especially the challenge of managing change in family relationships. Candidates were required to identify factors that influence interpersonal relationships in the given situation and to describe ways of dealing with change in families. Excellent candidates fully explained seven or eight management strategies and were able to identify key concepts of the management process in relation to each strategy. Many went through the POIE process and gave strategies for each stage.

For example:

Firstly the parents should plan what is going to happen. How they're going to tell the children about their marriage. To organise where the family will live will be hard; making sure that the children and parents have enough space and time to themselves to deal with their feelings and have their own parts or rooms in their home.

Making sure and discussing with the whole family the rules of the house and not letting the children get away with everything but being fair will help there not be so many conflicts between the step parents.

In discussing management strategies, the better candidates recognised the importance of communication, conflict resolution and task allocation.

There needs to be plenty of open communication between all members to air their feelings about all issues. Children should have a say in all decision making processes to feel like they belong in the family group and that they are contributing to the family.

This is when the family would have to use conflict resolution skills. Mediation and negotiation are the best to use when resolving a conflict. Mediation is having a neutral third party come in and help resolve the conflict or negotiation, where the two people in question come to a conclusion on their own.

Tasks should be allocated throughout the family group to save pressure of one person, ie the mother, doing all the domestic tasks. Maybe the use of a roster to plan who does what, the use of labour saving devices may help manage time.

Average candidates recognised problems that might arise and decisions that would need to be made when establishing a blended family but, in general, lacked discussion regarding appropriate use of management strategies.

Question 14

Parenting is influenced by the behaviours observed in others. Discuss how EACH of the following may influence parenting practices:

- relatives
- parenting groups
- child's peer group.

This question was the most popular choice for candidates. However, there is some evidence that candidates might have chosen this option without having studied it. Relevant syllabus knowledge included influences on parenting styles and decisions and community groups that assist the parenting process. An excellent response made connections between observations and influences. They gave a clear explanation of how relatives, parenting groups and child peer groups influence and change parenting practices. Better candidates were able to explain the ways in which a range of parenting groups influence other parents. For example:

Parenting groups such as 'talk and support' groups, Parents without Partners, parent support groups for illnesses such as spina bifida association, attention deficit disorder groups, and parenting groups formed through play group and parents of child's sporting teams will influence the parenting of individuals.

The solutions and advice given in the parenting groups may be very useful to the parents situation thus the parents will adopt these behaviours and therefore this will influence their parenting.

Parent groups such as play group may impact individual parenting as parents observe the behaviour of other parents towards their children, for example the issue of discipline and telling children off for hitting other children.

An example given for child peer group influences on parenting practices was

A child's peer group, especially when the child is from 6-18 years, becomes a major influence on the way parents conduct their parenting role. Children who attend their peer's houses are able to observe other parenting practices. These practices and behaviours are frequently brought back

into their own home and implemented. By discussing such issues, different opinions are raised. This may cause the child to question their parents' own parenting styles and, in turn, may result in parenting practices being changed.

For the influence of relatives, one candidate wrote:

Relatives can enhance the quality of parenting practices by reflecting values and behaviours consistent with the parents own, helping the parents feel more sure of themselves. Because the parents own upbringing was influenced by relatives such as grandparents, aunts, uncles and cousins, they will tend to bring up their children in a similar way.

WORK ROLES AND WORKPLACE ENVIRONMENTS

Question 15

- (a) Current data indicates that individuals will change their occupations several times during their working life. Give reasons for this.**
- (b) Discuss strategies that individuals might employ in order to adapt to these changes.**

Candidates were expected to be able to describe the diverse nature of work undertaken throughout the lifespan and to suggest ways of accessing a variety of people as a source of ideas and information. Some candidates approached this question from a lifespan approach and others focused on specific reasons, eg technological, societal or particular family circumstances, with specific examples such as downsizing, flexitime and job sharing.

Better candidates identified both paid and unpaid work in relation to changing needs of individuals and families. Very few mentioned that job change often involved new skills, retraining or moving to a completely new environment. Some candidates did acknowledge that traditional occupations might no longer exist due to technological change.

Stronger candidates could present both the positive and negative impact of technological change on individuals and their occupations. Good responses made reference to management concepts of needs, resources, goals and evaluating.

Most candidates recognised the importance of self-satisfaction as a stimulus for change. Enforced change was seen to encompass stress and conflict.

Due to the changing needs throughout the lifespan, as a cause of economic change, or due to technology, it is no surprise to expect several occupational changes. However, it is the individuals responsibility to devise strategies to be able to cope with these changes through personal skills or external structures, which will make these transitions easier and beneficial, and will testify to our strengths of surviving work in the twentieth century.

The possibility of work advancement and promotion could also be a significant event which could herald an occupational change. As we see more and more public entities become privatised and 'globalised' it is more common to find individuals becoming redundant or unemployed. Thus it is common for individuals to change their occupation in order to gain employment of any sort.

Strategies that were identified to help cope with change included maintaining a positive outlook, having an assertive attitude, recognising that life is dynamic, using management skills to plan and see alternatives available, and to research opportunities.

Question 16

- (a) **Identify factors which are creating changes in work roles.**
- (b) **Describe how trade unions might assist employees to cope with these changing roles.**

Fewer candidates attempted this question. However, the standard of these responses was high. Knowledge of the changing nature of work roles and the role of trade unions in assisting individuals with change was necessary for a sound response. Excellent responses were able to coherently explain each of the factors identified in terms of how they created changes in work roles. *'Changes in work roles can be very disruptive for the workplace as it takes time for changes to be accepted and conflict may arise if people are not happy with the situation'*.

Better candidates could see the positive and negative aspects of technological change. Gender equity, legislation and industrial practices were identified by better candidates. *'Government legislation changed this (expectation that the woman would leave the paid workplace on marriage) forever with such acts as the Equal Employment Opportunity Act, the Anti-Discrimination Act etc'*.

There was a strong focus on women, their multiple roles in the home and paid workplace, and the ability to progress in careers.

Trade union functions that were identified included support to respond to injustices, information dispersion, retraining programs, legal advice and as a support network.

For example, a good response said that:

Trade unions are basically large groups of people who represent a particular field of work, eg the teachers' union. These can be very influential as lobby groups as due to the number of people involved, pressure can be placed on the government to bring about change, eg a female carpenter may not be taken seriously by a male employer and not be given well deserved pay rises and promotion. Trade unions can assist because the affected individual is able to contact a member of the union.

3 UNIT

FAMILIES AND THE LAW

Question 1

The current emphasis in child welfare policy and practice is to preserve the family unit.

Assess this emphasis in relation to children's rights in law.

This question examined the relationships between the implementation of laws and family well-being with candidates being expected to be able to assess how legal systems support the well-being of individuals and groups. Excellent responses demonstrated sound knowledge of several Acts relating to child welfare and were able to assess how the legislation contributed positively or otherwise to the rights of children. There was some acknowledgement of how changes in laws were made to protect children's rights and preserve the family unit.

Welfare policies and acts are preserving the family unit by helping parents agree on the best parenting methods for the child. Both parents have parental responsibility for the child and will always have unless otherwise stated.

The Family Law Reform Act 1995 removed the legal terms of custody, access and guardianship. Instead it recognised the rights of children to have regular access to both parents, regardless of whether they had ever been married, living together etc and to have both parents have a say in the upbringing of the child, including its day to day care and nurture.

Better candidates knew of the United Nations Declaration of Human Rights and that Australia was a signatory to the Declaration of the Rights of the Child.

Due to the ratifying of this International Treaty, the government among significant others have the responsibility to ensure that individuals and families needs are adequately provided for.

Average responses showed understanding of children's rights but failed to provide critical discussion. Merely being able to recall the rights of the child under the United Nations Declaration did not earn high marks.

Question 2

Assess different forms of intervention by government and voluntary agencies in family life.

Relevant syllabus outcomes for this question include the ability to 'compare government and non-government agencies which support the maintenance of positive relationships' and knowledge of the regulatory role of governments and voluntary agencies. Excellent responses clearly separated government and voluntary agencies, and provided a wide range of examples. Both positive and negative discussion of the effects of intervention by these agencies in family life was provided.

Intervention that can occur through either government and/or voluntary agencies is very important in ensuring that the standard of family life is high enough to provide an environment that will enable the occupants to possess high levels of personal well-being.

Legislation that assists governments to fulfil their roles and responsibilities was identified. Better candidates knew that legislation existed across several layers of government.

Some examples of government agencies included the Departments of Community Services, of Social Security, of Police, and of School Education, the Family Law Court, Australian Tax Office, DEETYA, Department of Housing, refuges and counsellors were identified.

Some examples of voluntary agencies that intervene included St Vincent de Paul, Lifeline, Red Cross, Smith Family, Salvation Army and the Brotherhood of St Lawrence.

Excellent responses linked their examples of agencies with the functions they perform for the family. For example:

Families can't solely provide for all of the needs so, in conjunction with the wider communities, the needs of individuals are fulfilled. Government departments have enacted legislation, policies, programs, organisations and have the main responsibility for funding the services provided, through taxation.

The voluntary agencies that intervene in family life do not do so in any way that has lawful bearings as they do not have this power. Voluntary agencies such as St Vincent de Paul and the Salvation Army and Red Cross are well known through Australia as they provide economic support, emergency housing, counselling and genuine care that is unrelated to the law.

LEADERSHIP AND GROUP DYNAMICS

Question 3

Evaluate the use of power in achieving goals for families and community groups.

This question focused on the syllabus outcome 'describe the role of power in relationships' and required candidates to identify how power is linked to leadership roles and tasks. Better responses were able to identify a variety of types of power as used by individuals and groups and to evaluate the relationship between power use and achievement of goals.

For example:

A leader who uses coercive power relies on threats and punishments to achieve the goal. In a family group this will not allow for effective communication between members and therefore goals may not be achieved. Within a community group the same can apply or the group may fear the leader and try to achieve goals in order to avoid punishment.

Legitimate power occurs when group members agree that because of a persons certain status position and duties they have the right to tell them what to do. For example, employees know the boss has the right to tell them their duties and what to do.

Referent power refers to a situation where members relate to the leader or want to be the leader (eg an idol). A referent power base can also achieve cooperation and harmony within family and community groups. These leaders are good role models for members and members will do anything to be like them and please them.

Question 4

Assess the importance of collaborative strategies in enhancing both individual performance and group productivity.

Knowledge of collaborative strategies and of factors that influence group productivity was required to answer this question. Better candidates exhibited understanding of group structure and

related this to productivity. These candidates understood clearly a variety of collaborative strategies and how these could improve both individual performance and group productivity. These candidates ably assessed the importance of such strategies, providing suitable examples illustrating the relationship to different styles of leadership.

There are many different kinds of groups — work groups, peer groups or sport groups. Because they are all working as a team to reach a common goal they need to use different collaborative strategies to help not only their performance on an individual basis but also the performance of the whole group.

One strategy is the use of collaborative decision making. This is when the group makes decisions as a group. They are all able to make suggestions equally and are all of the same value. This is a very effective strategy because when a person feel they are being heard, listened to and valued they are more likely to keep having an input and remain happy which increases their level of productivity.

Less able candidates displayed limited discussion of strategies, with very basic examples.

MANAGEMENT STRATEGIES FOR SPECIFIC NEEDS

Question 5

Governments increasingly rely on families accepting responsibility for aging family members.

Critically discuss this statement.

Candidates required knowledge of both the responsibilities of governments and families for meeting needs and the effect of limited resources on decision making to produce a good response to this question. Excellent responses were able to present a good explanation of why governments are relying more on families to meet the needs of aging family members and the effect this has on both families and the elderly person. These candidates were able to assess the needs of the aged and gave good examples of physical, social, psychological and intellectual needs. Better candidates provided statistics on the percentages of aged in Australian society and reasons for increased longevity. They also recognised the need for families and governments to work together.

The aged have a number of specific needs that must be addressed in order to maintain an acceptable standard of living. These include physical needs — the need for comfort and appropriate housing, nutritious food and health care, emotional needs — to feel wanted and loved, and to remain as independent as possible; social needs — continued social interaction. Intellectual needs must also be addressed — the need to continue learning and experience activities with variety and stimulation.

The government is making it appealing to the families of elderly people to have them live with them and accept responsibility for them. They are relying on the family to support the elderly person and look after them instead of admitting them to a nursing home or hospital.

The government is trying to decrease costs associated with the elderly and try to make it more appealing for family members to instead provide for them.

As the numbers of workers have decreased in proportion to non-workers, and as governments rely on tax as income to run its welfare section, this decrease in working population has meant a higher dependency ratio whereby more and more people are relying on a government pension in their old age.

Good responses identified the effects on both the family and the aged member.

If these services must be removed due to lack of funding, it places stress not only on the individual and the family but the community. The individual will find that they will become isolated and increasingly dependent on the family. The family will find that the individual becomes isolated and unhappy and often the family does not have the resources, time, energy and finances to meet their needs.

Lesser responses contained fewer factors and less critical discussion. Some candidates listed government and community resources with no critique.

The poorest responses concentrated on the unfairness of governments expecting families to take responsibility.

Question 6

- (a) Discuss to what extent management strategies may assist a family in crisis.**
- (b) Assess the role of government and community in supplementing the resources available to a family in crisis.**

This question tested knowledge of management strategies to assist goal achievement and required the student to accept and assess the need to access both government and non-government resources throughout the lifespan. Some candidates identified examples of crisis at the outset, therefore focusing their discussion.

These crises can be short term or long term and can be covered by a number of different contributing factors. Some of these factors may include: death of a spouse, child or parent, divorce of parents leading to loss of income for needs to be met adequately, also unemployment can lead a family into crisis because of the stress it causes the unemployed and the negative self esteem shown to other members of the family. Natural disasters can cause a great family crisis as most people are unprepared for what is going to happen and therefore losing confidence, may lose possessions and even a house, sending the family homeless.

Excellent responses displayed a clear understanding of a wide variety of management strategies and explained how each could be beneficial.

Management strategies assist a family in crisis to a certain degree. Not always can a crisis in a family be resolved. Management strategies can be successful within a family crisis firstly if you focus on what management strategies are. They help you to solve a problem especially if the management process is used. The management process consists of plan, organise, implement and evaluate. This is successful if the family has a goal to achieve.

Key management concepts such as resources were discussed:

The interchangeability of resources will be important. Time may be interchanged for another resource that will assist in meeting the family's needs. For example, growing their own vegetables and cooking these instead of purchasing expensive take away meals. These vegetables may also be sold to earn extra income.

In part (b), excellent responses were able to identify human and non-human resources and provide some analysis of the adequacy of agencies in meeting the demands for these resources.

There are many families in crisis who live in our community. The reasons for the crisis are varied. To enable these families to better meet these needs, both the government and community have developed services which supplement the resources these families have available. To end the periods of crisis, effective management strategies combined with accessing these services is the best approach.

Better candidates knew the names of government and community facilities.

SOCIALISATION OF CHILDREN

Question 7

Evaluate the support provided by play groups and baby health centres in meeting the specific developmental needs of children.

The syllabus outcomes ‘explain the relationship between sex-role stereotyping and the socialisation of the individual’ and ‘form opinions based on critical analysis of information’ were central to this question. An excellent response was able to identify the developmental needs of children (physical care, play, affection and guidance). These candidates demonstrated a clear understanding of how a playgroup and a baby health centre supported the satisfaction of these needs in different ways. Evaluation of the agencies meant that statements about the degree of support given by both was included. Better candidates gave accurate descriptions of the roles of these support agencies. For example:

At play groups, children are subjected to their first interactions with other people of the same age. Social maturity and the environment that they were brought up in will determine their success in interacting with the people around them. By interacting with peers, they soon learn about society’s ideas and obligations towards others. Children learn the correct ways to behave in society if they want to be accepted, they learn the norms and they can be prepared for the time when they go to preschool.

Baby Health (Early Childhood) centres are essential in caring for children’s physical needs. Right from birth these council run services which allow parents to take their children for consultation. The centres have fully trained mothercraft nurses who measure the size, weight etc of the child to ensure they are developing adequately. They provide answers to any questions parents might have and advice on how to cope in certain situations. These clinics often run educational classes which allow parents to understand how to cope when a situation arises.

Question 8

Assess the relative importance of factors that contribute to gender-role stereotyping.

Ability to describe the various roles and responsibilities of individuals and groups in satisfying needs and to evaluate resources for individuals and groups with specific needs were key syllabus outcomes examined by this question. This question was well answered by a large number of candidates. These candidates identified the four factors, in syllabus terms, that relate to gender-role stereotyping: familial, cultural, socioeconomic and historical. These candidates not only addressed aspects of each factor with relevant examples, but also made a clear judgement about the importance of each factor. Most candidates judged that familial factors were most significant in the development of gender-role stereotyping.

Some candidates chose to combine discussion of the four factors with information and evaluation of additional detail relating to school, media and peers, explaining the relative importance of each factor in the development of gender-role stereotyping.

Familial factors or factors relating to the family contribute to gender-role stereotyping to a great extent as the family structure is where gender roles are established and possibly reinforced. The family is where the initial and most intensive socialisation takes place through values and gender-role stereotyping being passed on.

The first question when a new child is born is 'Is it a boy or a girl?'. This is when the gender-role stereotyping begins. Children are dressed in clothes that are colours relating to their sex, for instance dressing boys in dark blue colours and girls in pinky, pastel colours. Also toys and books provided relate to gender role stereotyping and are usually given by family members and relatives. Boys are given aggressive toys such as guns, swords, and toys such as cars, planes and dress-up masculine clothes, eg Superman outfit.

WORK AND POLITICS

Question 9

Critically examine the dynamic nature of the labour market with reference to opportunities for employment of EITHER youth OR women.

Candidates were required to explain factors that cause changes in work roles and the nature of work, and to assess the impact of such changes on specific individuals. An excellent response to this question was able to discuss the current composition of the labour market, and the effect of various policies on this composition. The types of work available — increasing opportunities in part-time, casual employment at the expense of full-time positions was identified. These candidates knew about legislation addressing the needs of workers with family responsibilities and how some conditions of employment have changed as a result of this international law.

Relevant laws were identified and their potential described. For example:

The Anti-Discrimination Act 1977 (NSW) makes discrimination of any kind in the workplace unlawful. It also led to the establishment of the Anti Discrimination Board to hear complaints ... The policy of Equal Employment Opportunity also assists women in the workplace.

Factors evident in today's marketplace were discussed in good responses.

Unemployment is approximately 8.5%. This figure is said to be as high as 16% if early retirement and the 'discouraged worker' are included. The amount of men in the labour market is dropping whilst the amount of women is still on the increase. However, technological change would have also had its impact on the high unemployment rates.

Question 10

Predict the likely impact of an event such as the 2000 Olympics on the structure and nature of the workplace.

This question was not popular with candidates. Knowledge of factors influencing the structure and nature of the workplace and the organisation of the labour market was the focus of this question. Better responses identified the need for balancing resources and goals. Transport, water and food were examples of resources that would need to be managed and a range of jobs related to the demand for specific resources was identified. 'A huge area of business would be that of catering, and providing food to both athletes and also guests to Sydney. With another million mouths to feed, it will provide a great opportunity to those who have a small business somewhere near the Olympic site'.

Technological change was seen to be central to the event and have lasting repercussions for the employment market.

No matter what happens in Sydney in the year 2000, we are in for a special show which promises to bring us new technology, a stronger more cooperative workforce, as well as a huge influx of money from overseas boosting our economy.

