



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

1998 HSC

EXAMINATION REPORT

Life Management

Including:

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

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LIFE MANAGEMENT STUDIES

NATURE OF THE COURSE

In 1998, 3720 candidates presented for the 2/3 Unit Common Paper. A further 840 candidates attempted the 3 Unit Additional Paper. This represented an increase of over 1000 candidates on the Common Paper and approximately a 10% increase in the number of 3 Unit candidates.

The 2/3 Unit Common course requires understanding of four core concepts — Resource Management, Life Span Development, Interpersonal Relationships, and Wellbeing, 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 students 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 reflect this focus.

GENERAL COMMENTS

Questions in all sections of the 2/3 Unit Common and 3 Unit Additional papers are designed to assess understanding of core concepts and the candidates' ability to apply, analyse, synthesise and evaluate the interrelationships among these concepts.

Several questions required students to demonstrate their familiarity with needs, goals, values, standards, resources and decision making – all concepts of management.

There were some excellent scripts and some scripts which appeared to indicate little serious study of the syllabus. It would appear that some candidates did not divide their time evenly among the questions, with more time being spent on Questions One to Five and less on the remaining sections of the Common paper.

MARKING CRITERIA

The following guidelines are indicative of the criteria used to judge the quality of responses relative to the objectives and outcomes of Life Management Studies. After assessing specific attributes of a question, markers refer to these guidelines 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:

- 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
- 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.

2/3 UNIT COMMON

SECTION I

PART A

Questions 1 – 4

Question 1 was designed to assess the candidate's ability to interpret data from the table provided and to demonstrate understanding of changing financial demands as young children grow.

Most candidates identified the need for new items of furniture and equipment to meet the care needs of the infant. Some candidates had difficulty with the term 'household goods' which is used in Expenditure Survey data to refer to larger items of expenditure such as furniture, child strollers etc.

Part (b) was generally well answered. Appetite, clothing needs, individual interests, peer and media influence were acceptable reasons for the higher costs of food and clothing for 11–13 year olds.

Part (c) assessed the candidate's ability to translate data provided in tabular form into graphical form to facilitate comparison. Good candidates were able to produce a graph and to provide reasons for the changing costs. Broadly, these costs could be categorised in terms of social activities, peer influence, values, and independence. Almost all candidates were able to produce a graph, but some were unable to read the table accurately and transpose the information.

Question 2 tested a candidate's ability to describe common research methodologies associated with the study of social issues and, in part (c), to explain how research findings might provide a basis for action. Candidates identified a wide range of job skills, some of which were generic, eg communication, leadership, or cooperation and others that were specific, eg care of children, food preparation. Knowledge of suitable data collection methods tended to be general. Several candidates named methods without any consideration of the specific research to be conducted. Questionnaires, surveys, interviews, observation and case studies were correctly named as suitable methods. Candidates should be aware that each of these methods may produce either qualitative or quantitative data. Benefits to the voluntary organisation included refined work procedures, better teamwork and more open communication. Benefits to the individual included self-esteem, honing of skills and new goals.

In Question 3, candidates' knowledge of the management process and their ability to identify planning, organising, implementing and evaluating decisions relevant to a particular life situation were the focus. General understanding of the management process was good. Many candidates did not understand the term 'component'. Some responses were repetitive in the examples of decisions given at each step. Better responses provided a range of decisions. For example, planning to use community support, organising a time schedule for family members, ensuring a carer is available and evaluating the positive and negative outcomes of the response to the family situation. A different approach was taken by a candidate who worked through the decision to modify the existing home – planning new pathways and stairs, organising quotes, supervising the construction and evaluating the ability of the person to achieve some mobility through the new housing environment.

Question 4 focused on the core concept of wellbeing. While part (c) was specific to the employer-worker context, the measures of wellbeing and the link between effective communication and wellbeing tested in part (b) are able to be generalised outside the paid work context. A wide range

of measures of wellbeing were identified including the ability to adapt to change, satisfaction of needs, peer acceptance, happiness, and competence with tasks. Leadership styles, meetings, open communication strategies, developing good listening skills and suggestion boxes were popular strategies identified to ensure worker wellbeing.

PART B

Question 5 – Families

(a) Explain how internal and external factors may cause changes to the family unit.

(b) Discuss possible implications of these changes for the wellbeing of the individual, and for the family as a whole.

Part (a) tested understanding of how factors external to the family unit can lead to changes in structure, resources, functioning, and roles.

An excellent response gave detailed explanation of four or five internal and external factors and could differentiate between them. Internal factors included divorce, illness, death, birth, marriage, defacto relationships, older child leaving home, dual income, gaol, gender role and developmental changes. External factors included legal changes (divorce laws, custody, visiting rights), political (GST, war), economic (interest rates, recession) social (peer pressure, leaving home, role of women in the work force), technological (contraception, labour saving devices) environmental (flood, fire, famine, pollution) and cultural (mixed marriages).

Better candidates exemplified their points, describing cause and effect:

External factors include the changing attitudes and values of society, therefore leading to redefinition of gender roles. As more and more women are in the workforce, this makes the balance between work and family life more difficult. Therefore roles and responsibilities have to change. For example, children helping out with household chores.

Another external change is the rapid increase in technology. This generally means an increase in unemployment, reducing family resources. The family will now have to manage their time and money wisely to accommodate the missing income.

Above average candidates gave greater emphasis to part (a), explaining some internal and external factors and how they caused changes to the family unit.

The change of women's status in society and the gaining of many rights have also resulted in changes to the family unit. More mothers are entering the workforce and it is no longer automatically perceived that it is the mother who must stay home and attend to the children's needs.

In part (b), candidates were required to discuss the implications, or possible effects, of the identified changes for the wellbeing of both the individual and the family unit. Many of these implications are related to management of resources. For example, a change in lifestyle due to retirement may affect the individual's self-esteem and family harmony or unemployment which can affect an individual's self-esteem.

Unemployment may mean that another person has to work overtime to increase finances. This may cause the individual not to have a balance between work and other aspects of life. This may cause conflict among the family unit and communication barriers.

Unemployment can cause change within the family. One person will need to work more to earn an income and only having the necessities without having extras. Can miss out on things and can cause conflict and a lot of stress in the family. The unemployed person can help around the house more, cleaning and dealing with the children.

Better candidates were able to fully develop the points they made with relevant examples:

Another external change within the family unit is the introduction of better technology. Labour saving devices are examples of this technology and include such things as washing machines, dishwashers etc. These have given families more time and energy for other commitments and allowed an increase in family time, thus improving wellbeing.

Some candidates recognised that changes to the family may not be negative:

The birth of a child can enhance an individual's and family's wellbeing as they welcome a new member into the family. The new parents become excited as a new part of them turns into a life. The idea of becoming a parent can be exciting and may enhance their wellbeing as great deal as it may draw one another closer together.

Better responses referred to positive and negative aspects of change:

If a grandparent dies, family members emotionally can be very sad. The loss of a family member can cause conflict over inheritance and funeral decisions. The social life of the family can suffer as they may not feel up to it. Physically they may not eat properly from the loss. And as a result of this may get sick and run down.

Poorer responses focussed on individual wellbeing or family wellbeing or integrated parts (a) and (b) of the question.

Question 6 – Families

The management of family resources includes accepting responsibility for decisions.

Discuss this responsibility in relation to changes in resources available when the main income earner becomes unemployed.

This question tested a candidate's ability to apply the management process in a specific context – unemployment of the main income earner in the family. Candidates needed to understand that the human and non-human resources available change during unemployment and families make decisions based on the recognition and interchangeability of such resources. Excellent scripts identified money, time, energy, skills and support networks as resources. Candidates were able to explain shifts in responsibility during the period of unemployment for the children, parents, grandparents, government and community agencies. Seeking income assistance, looking for work opportunities and changes in living standards were discussed. Up-to-date examples were used to illustrate the argument, such as Centrelink rather than CES.

Unemployment causes a reallocation of resources such as time, energy and money. The unemployed person may take over responsibility for household chores because they have more time. The spouse or partner may have to take on other roles such as part-time work to provide for the family's wellbeing.

The community is also a resource providing a support network assisting with advice, financial support and practical help e.g. Centrelink helps in finding a job, the Salvation Army provides clothes.

Candidates needed to demonstrate a clear understanding of different types of resources relevant to the situation and give examples to support their discussion.

If the family budgets, they will come up with sensible solutions and they will be accepting responsibilities for the decisions which they make during the week. With this, the main income earner will then be able to take up the responsibility of finding another job to help support the family, and responsibility of the family member's roles will be shared equally and an understanding of the circumstances due to what has happened...

Some candidates used the management process to answer the question.

The family members, if old and mature enough, may also try to find employment in order to provide some income until the family is stable again. Overall, accounting methods should be used to keep an ongoing record of income and expenditure and purchasing items need to be considered through carefully. Careful planning, organising, implementing and evaluating will be done and the most important financial resource, income, will need to be used sparingly.

To realise the extent of their situation and responsibility the family needed to use the management process to plan their course of action. During the planning stage they must prioritise their needs and wants.

Poorer scripts concentrated on the emotional aspects of unemployment, and its effect on wellbeing, with only vague reference to resources and decisions.

Unemployment has been proven to have stressful effects on a family. It can cause major conflict between family members which leads to the breakdown of a family. The family members need to confront the job loss and organise together what can be cut.

Question 7 – Work

Discuss how different patterns of work may contribute to the wellbeing of families.

Candidates chose a variety of equally valid approaches to this question. Some candidates identified different patterns of work such as full-time, part-time, casual, volunteer, self-employment and contract work and proceeded to link each with examples of how these contributed to the wellbeing of families.

There are two main types of work, paid and unpaid. Unpaid work is made up of different voluntary services, housework, community services, even mothering work is being done but people are not being paid for their services. Although this provides no economic resources, it may provide the individual with pride and satisfaction knowing that they are doing something for someone else. This creates a greater self esteem and confidence that contributes to the wellbeing of individuals as well as families.

The other type of work is paid work and there are many different types including full time, part time, casual, part year, which all contribute differently to the wellbeing of families.

Other candidates used a life span approach or a case study to demonstrate their understanding of the potential for different kinds of work to contribute to wellbeing. Some responses effectively use the family lifecycle to identify relationships between wellbeing and patterns of work.

Full time work is particularly good in the beginning stage of the life cycle where the family is trying to save and start a family. Full time work may also decrease the wellbeing of the individual as the long demanding hours and workload may cause stress as there is little time for leisure. This can be overcome by managing resources such as time and energy.

As the family grows into the contracting stage where the kids have left home, the older parents may decide to retire on their money from superannuation and this will allow them more time to spend on relaxation and hobbies and they may also work for volunteer work. This will encourage personal satisfaction and enhance their wellbeing.

The different types of work will have different effects depending on the family’s situation and the individuals involved. Working provides different resources to a family to enhance their wellbeing.

Different family structures were used as a tool to relate wellbeing to work patterns, eg single parent families or dual career families.

This question was generally well answered.

Question 8 – Work

(a) Compare two styles of leadership in the workplace.

(b) Predict the potential effect of EACH of these styles on the workplace environment.

(a) Candidates demonstrated an ability to focus on the question and interpret it using a wide range of accurate and relevant examples. Candidates used a range of labels for the two styles of leadership they compared, including autocratic, democratic, authoritarian, laissez faire and collegial. Most candidates were able to differentiate between two chosen styles.

Autocratic – in this style of leadership managers take on all the responsibilities of the job and are the final and only decision makers on anything concerning the business/job. They require no input from other employees.

Styles of leadership are democratic and authoritarian. The democratic leader delegates responsibility, realises the family demands of a worker, is willing to negotiate, easily approachable, a good communicator, demanding and yet caring and understanding, encourages team work, doesn’t set unrealistic targets and is flexible. The authoritarian leader sets themselves above the employees, demands much of them, shouts and is aggressive when questioned, dislikes repeating or explaining orders, is unapproachable, has bad communication skills and refuses to acknowledge family commitments of workers.

Candidates were able to show that, while specific leadership styles have characteristics, a leader may use a combination of styles. Candidates presented a full range of characteristics displaying the many facets of a leader, ie personality traits, relationships with the workforce.

Some candidates used a tabular format to present differing styles:

Authoritarian
Punishes mistakes
Is respected and listened to – knows what he is talking about
Always organised and plans ahead
May be taken the wrong way – seen as arrogant and rude, uncaring and unapproachable
Makes all decisions, doesn’t allow for input from workers
Orders and bosses around, may be extremely disliked
Doesn’t accept constructive criticism
Can’t negotiate or compromise

Although most candidates described the paid workplace, responses which compared leadership styles in the unpaid workplace were equally valid.

Poorer candidates used vague terms to identify leadership styles.

The first is the 'open' style of leadership where the leader or manager is in command but allows a great amount of input from his or her employees to be incorporated into the workplace.

A number of responses lacked detail in discussion. The excerpt below fails to provide detail of communication styles that are relevant:

This kind of leadership depends on the ability of the leader to be able to communicate and respond well within the workplace.

Some candidates made vague predictions without explaining how leadership styles were linked to these.

The democratic workplace environment will most probably be a happy one most of the time.

(b) Better candidates recognised that leadership styles can affect job satisfaction, self esteem and communication, and were able to predict both potential positive and negative effects of a style on motivation, morale, retention of workers, group dynamics and conflict resolution. Better candidates focussed their predictions on the workplace environment rather than on issues such as productivity.

The potential effect of these two styles of leadership on the workplace is very diverse. A workplace with an autocratic leader could lead to many problems amongst the employees. As an autocratic leader is prone to making decisions themselves and then just instructing the workers as to what's to be done, this could cause friction and an unhappy workplace environment.

Excellent candidates gave equal depth to parts (a) and (b) of the question and linked the two using common analogies. Evidence of understanding of principles of management and decision making was seen in candidates' discussion of strategies used by the leader and the effect on the workplace environment, eg democratic leadership:

When the manager asks for all the employees to be part of the decision making process, they persuade that people work in teams and discuss problems and sometimes allow them to carry out their tasks the way they want to as long as the manager knows how it will be done.

Most candidates made valid predictions and discussed possible effects of each style upon the workplace.

Democratic managers give praise and credit to their employees which leads to greater productivity and efficiency in the workplace.

The effects of an autocratic style in the workplace would lead to its employees feeling neglected and inferior and feeling dissatisfied with their jobs that could lead to reduced productivity and efficiency. This is because employees feel that their say or voice is not being heard and that the leader does not care about their views. This could lead to isolation of employees and even increase absence of employees.

Pressure on individuals creates stress and stress leads to job dissatisfaction that can alter a person's wellbeing. If a person feels pressured within their workplace they may not perform to the best of his or her ability. This can cause a breakdown in workplace relations.

The democratic leader will be open to options so ideas and thoughts are easily exchanged. Lengths are taken to ensure that workers feel comfortable with their job. This type of environment fosters friendships and bonding and a feeling that workers are on the same team, not competing against each other. A high level of productivity is achieved through the worker's loyalty and commitment to their company.

In an autocratic workplace, people cannot reach their full potential. Many will not be able to make their own decisions as someone else has made them for them. They will have little or no responsibility and their well being will be affected as if they have a problem they will have to suffer in silence without doing anything about it.

Responses showed evidence of an understanding of wellbeing and the effect of leadership style on the achievement of wellbeing.

Workers will most likely be fulfilled and content that their opinions are heard and that they count. Therefore giving them self esteem and confidence although in some cases the final decisions may not be favourable and therefore result in dissatisfaction and anger on behalf of some workers.

SECTION II

Question 9 – Financial Management

Discuss the role of planning in managing the financial needs of a family throughout the life cycle.

This question focussed on the role of planning in meeting financial needs throughout the lifecycle. The concept of lifecycle refers to a family, not to individuals who progress through a life span.

Excellent responses demonstrated a thorough understanding of key management concepts and the role of planning in the management process. These responses showed clear understanding of the family life cycle stages, linking these to changing financial needs. Poorer responses did not link planning to the management process.

Better candidates clearly defined the key concepts of the question:

Planning is the first step of the management process. This is when families come up with strategies to achieve goals.

Planning involves scheming and developing ideas ahead of an event or situation. Planning for the financial needs of a family involves planning ahead substantially as to what needs and wants may occur.

When families manage something they go through the management process – planning, organising, implementing and evaluating.

Families have their own lifecycle – establishment – expanding – contracting.

Some candidates expanded on the definitions of life cycle stages:

Established is when two people meet and live together in the same household. The new family must plan for major expenses using a budget. Some major expenses are a house or car. These purchases must not be planned lightly.

Expanding is when children are brought up. When babies are born, many items and white goods must be purchased and accounted for. School children are also financially demanding as they have learnt about outside entertainment e.g. movies and sports. The parents will need to plan for the teenage stage for schooling fees and further education. Contracting is the last stage of the family life cycle when the children move out of home and become financially independent. The parents must then plan for retirement and should make a money plan or budget for their superannuation.

Other candidates clearly established categories of financial need as an organiser for their response and indicated that different families would have different priorities.

Such needs that could be considered include

- food
- rent
- clothing
- transport
- savings

Each family will have different criteria as to where their money should be spent but only by using the planning step of the management process will they be able to come to an agreement.

Candidates were expected to link planning to the allocation of financial resources to achieve ongoing goals.

Throughout their lives, people and families change as do their situations. A 2 year old does not play a major role itself in planning financially but takes a lot of extra money for its parents to care for, as a child eats different food such as baby formula.

A good financial plan aids the family's wellbeing both physically as their needs are fulfilled and mentally because the worry about finances is no longer plaguing them.

A good financial plan asks 'What do I want? Do I really need it? Can I afford it?'

Without carefully planning out how to manage financial resources efficiently, the outcome would be very negative and could include such things as bankruptcy.

When planning and managing one's financial needs, it is necessary to assess what they can afford and strive for. This involves the development of relative financial goals to achieve that are realistic and possible to achieve.

Some candidates understood the role of institutions outside the family in supplementing family resources:

There are a series of institutions that can assist with the funding many couples and families require. These include banks and credit unions, institutions where couples and families can approach to take out loans to meet and manage family needs – e.g. housing loans, car loans.

Question 10 – Financial Management

Quality of life for individuals and families may be enhanced by sound financial management.

Discuss this statement with reference to the need to:

- *protect assets*
- *manage credit*
- *keep records.*

The candidate's ability to apply management skills to specific instances was the focus of this question. Better responses were characterised by sound knowledge of ways of protecting assets, managing credit and keeping records. Varied examples were used to support the discussion.

Quality of life, judged by criteria such as ability to satisfy basic needs, financial viability, lack of stress, security and freedom from overwhelming debt, was a key concept of this question.

Quality of life is achieved by achieving your goals or being able to realise self-actualisation to accept yourself.

In the following opening paragraph, the candidate indicates understanding of the key concepts of the question.

Quality of life is when an individual or family can satisfy their needs and wants and satisfactorily achieve their goals. Managing financial resources will enhance quality of life by meeting financial goals and helping to satisfy family and individual needs.

Some candidates indicated in-depth knowledge of different types of credit.

The greatest source of debt is credit. There are 3 types of credit contract – the continuing credit contract where money up to a certain predetermined amount is available to individuals at their discretion eg credit cards; the loan contract where a specific amount of money is lent to a consumer by a financial institution and the credit sales contract when the seller of goods also provides the credit eg David Jones providing credit for the purchase of a lounge suite.

As credit is widely available and terms within credit contracts vary widely, many people find themselves in financial difficulty due to overspending.

Better candidates understood the links between easily available credit and social problems:

Many people can successfully manage their finances yet many still have difficulty especially with the growing use of credit and how easily provided it is. This is a growing concern for the community as families are faced with financial difficulties if the use of credit has been too expensive to repay.

For successful financial management, credit must be managed very cautiously, taking into account the interest rates that apply and also having a limit on the use of credit.

Better candidates could identify examples appropriate to the specific challenge, eg the cost of insurance that serves to protect assets, can be managed to just a family budget using monthly or quarterly payments rather than annual payments.

Keeping budgets is important to financial management in order to achieve a reasonable quality of life. By keeping records, budgets can be formulated. A budget is where certain amounts of money are allocated to certain things weekly, monthly and yearly according to needs and priorities and goals. This way it is possible to see how much you have to spend and how much is left over.

Protecting assets is important as in some cases many people find some assets may have to be sold to make up an amount of money that is owed on something. In other cases, things may have to be repossessed to help repayments of other things.

In the following example, the candidate clearly links the main part of the question with the subsection, protecting assets:

Managing financial resources of the family includes protecting family assets. Family assets such as care and the house and household contents can be protected with insurance. The need to protect these assets is essential in financial management as it will ensure that money is not lost if the car is stolen or the house is broken into. However, it is essential for the family to have an emergency fund in case these things happen.

Sound responses contained reference to the value of accurate records, and indicated knowledge of the management process.

Keeping records is probably the most important aspect of financial management. This is because people can review their records to see how they have spent the money and then look over how they can do things differently to their advantage in similar circumstances.

Keeping records also maintains a type of stability in knowing how to plan what it is that you want to do with your money, being able to organise how to go about financing your money, then actually implementing your ideas, then being able to evaluate the whole process, to be more successful in the future.

Keeping records of financial resources by using money plans will ensure the family and individuals know how much finance is coming into the family household each week and going out and on what. It will ensure that the family keeps track of their finances and are able to meet both long term and short term goals while providing for their needs at the same time.

It is also important to keep records of purchases and statements of money balances in case a product you have bought is faulty...

The following example links two parts of the question:

Credit debt is not the only reason to keep accurate records. Taxation policies require records to be produced on demand for claims made on tax returns.

By keeping records, a budget can be formulated. A budget is where certain amounts of money are allocated to certain things weekly, monthly and yearly according to needs, priorities and goals. By sticking to budgets, financial goals can be met without stress.

Question 11 – Housing

Explain the increased availability of medium density housing as an option for individuals and families.

Better candidates included discussion of the reasons for the increased growth of medium density housing including urban consolidation, government policies, social and economic changes and environmental factors, eg:

The government is moving to slow the urban sprawl as they are concerned about Australians reducing lack of space... by limiting space per person. Examples of this are making the average housing block smaller but also building medium density housing.

and

The reasons for urban consolidation and medium density housing are to make use of existing infrastructure.

Candidates identified government policies and current strategies to meet community, individual and family needs through the life span. They discussed factors influencing the choice of housing including family size, life cycle stage, aging population, costs, proximity to other amenities, lifestyle, infrastructure costs of developers and governments, less maintenance and social aspects. Positive outcomes of the growth in medium density housing were identified.

The positive outcomes of the increase include: a reduced impact on the urban-rural fringe, more people closer to facilities, less reliance on the car as well as a greater sense of community living being promoted.

Allow greater social contact and housing is usually cheaper.

Utilise the existing infrastructure and facilities put in place for medium density housing such as schools, parks, shops, hospitals, roads – this helps prevent urban sprawl.

Good candidates avoided the stereotypical idea that medium density housing is public housing, rented and only suited to one stage of the life span.

Today, medium density housing is no longer a cluster of small brick homes all in a row, they are modern and designed to meet the needs of individuals.

Less able candidates could not distinguish between the different housing densities and focused on describing the characteristics of medium density housing, eg proximity to neighbours, and apartment living, rather than explaining why this form of housing is increasingly available.

Question 12 – Housing

Discuss how the decision to rent or buy a home may be influenced by financial and legal costs.

This question required candidates to consider the effects of financial and legal costs on the final decision to rent or buy a home. Candidates needed to identify specific financial and legal costs, eg mortgage establishment fees, insurance, agents fees, rental bonds, title search fees etc, and discuss how these costs influence choice.

Responses in the above average and excellent range described in detail the financial costs associated with buying a house:

Purchasing a house incurs a great deal more expenditure than renting.

The costs include money to purchase a house or a substantial deposit. If a loan has to be applied for, this will require regular repayments of the principal and interest. The purchaser will be required to outlay a 10% deposit of the purchase price as well as the additional stamp duty and legal fees. Mortgages can be paid up to a 30 year period consuming large amounts of the family's resources. It must be decided if they can make these payments considering individual and family well being needs to be achieved.

For renting, costs such as bonds, rent in advance and connection fees for local services were mentioned.

When renting a home, there are many associated costs. The most common of these is the weekly rent that must be paid. A bond must also be paid to guard against damage and non-payment of rent. It is 4 weeks rent for unfurnished places and 6 weeks rent for furnished places. It must be lodged by the landlord to the Rental Bond Board within 7 days of signing the Residential Tenancy Agreement.

Under the Residential Tenancies Act 1983 (NSW) the landlord is responsible for any legal tax, water and land rates. This may be a financial consideration for those who may choose to rent as these become added costs to a home owner in the purchasing of a house.

Examples of legal costs for purchasing a home included conveyancing, stamp duty and solicitor's fees.

When interested in a particular dwelling, the potential buyer must go to a solicitor or a conveyancer. This is a very expensive procedure as legal fees are very costly. The conveyancer is employed to research the building title, zoning regulations etc. Though do-it-yourself conveyancing kits are available from the Law Society of NSW many opt to have this completed by professional conveyancers or solicitors because they include liability for mistakes. This additional cost and the greater complications needed may deter people from buying a home and opt for their cheaper and simpler legal costs and procedures of obtaining a lease and a property via a Residential Tenancies Agreement.

Stamp duty is another expense that can amount to thousands of dollars depending on the cost of the house and often plays a major role in deciding whether to purchase a home.

Coverage of legal costs of renting was limited. However, those candidates who did discuss them explained the tenant's concern that the landlord could make false accusations about property damage and the need for an inspection prior to the lease being signed. In-depth discussion of leases and the intricacies of these lease arrangements was also covered by good candidates.

Better candidates were able to acknowledge a variety of factors and explain how individuals and families would consider these factors when making decisions.

Financial costs such as the rate of interest are another significant consideration for those deciding whether to opt for rental property or to purchase their own home. If interest rates are particularly high, many seekers will probably prefer renting.

They may want to rent because of the choice available on the rental market, individual who may be able to reside in a type of house which they would not otherwise have been able to afford. Renting would also allow these individuals to budget more for entertainment and need to consider only their well being.

Poorer responses failed to link financial and legal costs to the decision to rent or buy. The candidates tended to list the advantages and disadvantages of renting and buying. They had a sound knowledge of financial costs but a limited knowledge of legal costs.

Question 13 – Parenting

How may an individual use the management process to adjust to the parenting role?

Planning, organising, implementing and evaluating are stages in the management process that can be applied in a range of contexts. At each stage of the process, decisions need to be made which take into account goals, resources, values and standards. The management process can assist individuals to adapt to changes in roles on the arrival of a child by birth, adoption, fostering, or remarriage.

An excellent response included details of change in parental roles, giving detailed examples and explanations for each stage of the management process. Better candidates recognised that parenting extends beyond the birth of a child and included examples from pre-natal to adulthood of the child. They also gave a clear and logical sequence of role changes.

The planning does not stop after the baby starts walking or talking. Management must continually occur as parents move along the life span, changes will occur and the parents' roles will change. Through management, the role of becoming a parent can occur more smoothly, it will allow the changes to occur over time. If planning occurs they will be prepared for the situation and it will make adjusting to the role...

A good response used management terms and provided a detailed discussion, applying the management process to given situations involving parenting and the adjustment through the life span.

While the child is still arriving, it is important to organise where the child is going to sleep, and the possibility of looking into community support networks such as childcare facilities. The individual will need to plan whether or not they will return to the workforce after the child is born and evaluate if this will have a detrimental effect on the child's well being.

In the average responses, rather than discussing the management process as it applied to parenting, the candidates listed steps in the management process and then briefly mentioned the application to parenting, confining their answers to babies. In some average responses, the students confused the management process and its application.

The implementation stage involves beginning to do all the things that are planned. This is also the time when problems may arise and the appropriate action is needed to be taken to correct it.

Question 14 – Parenting

An increasing number of Australian children live in single-parent families.

What implications does this have for the responsibility of parents to meet the needs of these children?

The intention of this question was to assess the candidates' ability to explain responsibilities of both parents to provide for the physical, social and emotional needs of their children. Better candidates acknowledged that not all single parent families are deficient in human and non-human resources.

Better responses briefly defined a single-parent family, outlined the categories of needs for children and then discussed the implications for both parents in detail. These candidates described specific strategies parents could use.

Better candidates recognised the ongoing responsibility of both parents for the child's wellbeing.

When parents divorce their responsibility to their children and the rights of the child do not change. The parents just have to manage the responsibility better.

These responses discussed work/family difficulties, financial limitations, time restriction and both role allocation and role models.

If the single parent is involved in employment then they can seek flexible work practices from the workplace to enable the single parent to better meet the child's needs.

Some candidates gave examples of support structures that could be utilised from outside the immediate family.

A single parent who has sole responsibility for the child may need to access assistance from support services such as childcare facilities, health care and welfare services to assist the single parent better meet the needs of the child ... Support can also be accessed from relatives, friends and employment.

Average responses focused more on the responsibilities of the single parent rather than of both parents. They acknowledged the difficult job single parents had in meeting the needs of their children and identified a few areas of difficulty, eg finances, child minding, working and running a home and bringing up the children.

Question 15 – Work Roles and Workplace Environments

Identify current trends in participation in unpaid work and explain these trends with references to changes in society.

Candidates were able to identify trends in unpaid work with reference to both work in the home and volunteer schemes. Within the home setting, studies reveal that women continue to carry most of the responsibility for household work as well as participating on the paid workforce. A number of changes in society were linked, eg technological, social and attitudinal.

Unpaid work does not mean only housework. It can also mean volunteer work, eg Clean Up Australia Day and work with the community. Unpaid work can benefit people because it gives the satisfaction that they were able to help and achieve something even though they did not get paid for their services, they get paid by the satisfaction.

Better responses were able to explain a variety of unpaid work roles, explaining up-to-date trends in this area.

Legal changes such as paternity leave have caused men to take notice of their role as caregiver. Yet, mostly women take the maternity leave. It is important to note that a new mother's unpaid work increased by 91% after the birth of a child. That is equal to 56 hours per week.

Services such as domestic services are now in greater demand. Society has recognised the need for this and many chores can now be paid for. This has been due to social change and the beginning of acceptance towards women's participation in paid and unpaid employment.

Gender was a common organiser to differentiate unpaid work roles.

Women are performing the double shift syndrome. They work at paid employment and then return home to face the domestic (unpaid) duties. This is due to a number of factors. In the past, women were believed to be intrinsically suited to domestic work whilst men were seen as intrinsically suited to paid employment. Social change has seen women enter the workforce, however it has not greatly caused men to undertake domestic, unpaid work.

Many candidates who answered this question did not appear to have studied the option, and the resulting responses lacked depth of understanding.

Question 16 – Work Roles and Workplace Environments

Discuss the impact of technological change on interpersonal relationships in the workplace environment.

This question linked the core concept of interpersonal relationships with technological change to assess candidates' understanding of changes in communication in the workplace. Excellent responses were able to identify a range of technological changes in the workplace and to explain how these impacted, both positively and negatively, on interpersonal relationships. Changes identified included the physical arrangement of work spaces, telecommuting, work from home using fax, email etc or the use of the dishwasher replacing the family interaction over the kitchen sink. Average responses concentrated on computers and machinery for workplace efficiency.

Better candidates focused their answer on aspects of interpersonal relationships, giving both positive and negative examples.

The main aspect of interpersonal relationships is effective communication. Through technological change, communication has become easier. Where once a person out of the office had no contact with those back in the office, now they have phones, faxes, the use of computers to send files and information across the internet.

Interpersonal relationships are important in the workplace environment as they allow co-workers to get along and socialise together. The main factor of interpersonal relationships is communication so that the individuals know how each other feels.

Technological change is continually lessening the need for interpersonal relationships in the workplace environment. People now see each other less and less as communication is conducted through technology. Communication has become more complex as people need to be clearer, more definite and detailed.

Technology has had, to a certain degree, somewhat of a damaging effect on communication levels between individuals in the workplace environment. Communication ties are cut between employees with the introduction of computers. The lack of communication means a lack of connecting between people. Good interpersonal relationships in the workplace rely on the wellbeing of one another and the communication being clear and effective.

However, technological change has not only impacted on interpersonal relationships in the workplace for the worse. The impact of this change has also led to many new, different and interesting methods and techniques of communicating with others. The internet is one such method of communication which allows for greater communication amongst workers and individuals within an interpersonal relationship.

With the introduction of technology has come the disappearance of workers. Employees may be forced to work with people they do not feel comfortable with, or they may be left to work with the computer. With the elimination of those workers they felt comfortable with comes an understandable fear to form new work involved relationships in fear of once again the loss due to the technology.

3 UNIT (ADDITIONAL)

Question 1 – Families and the Law

With reference to child support and child protection, discuss the ways the law regulates aspects of family relationships.

This question assessed understanding of the role of legal systems in supporting the wellbeing of individuals and groups. ‘The ways the law regulates’ is the key aspect of this question and responses needed to discuss a variety of ways to obtain good marks. Candidates needed to be able to give accurate examples of relevant legislation and to explain the potential of the legislation to regulate parent-parent and parent-child relationships. Better candidates referred to physical, social, emotional and financial aspects of family relationships.

Excellent responses were able to clearly state the relationship between the law and the family.

Laws regulate family relationships, economic functioning and work situations. Individuals and families must be able to access legal protection when required.

Candidates integrated up-to-date examples of laws into their responses.

Australia became a signatory to the UN Declaration of the Rights of the Child in 1990. Since then has entrenched their principles into the Family Law Reform Act 1995. This Declaration insists that children deserve the same rights and respect as adults but, due to their youth, require special support services in order to enjoy them fully.

The Children (Care and Protection) Act 1987 outlines the criteria in which parents through obligation must care for their children. This includes care and control, inheritance, autonomy of children, discipline, education, medical treatment.

Outstanding responses described how family relationships have created the need for laws to change to ensure child support.

An increase in de-facto relationships urged the Law Reform Commission to establish appropriate laws. This led to the introduction of the De Facto Relationships Act 1984. Under this law, children must be protected and supported the same as married couples, also after the relationship ends, like divorced couples.

Many candidates expressed a clear relationship between particular laws and how parents must act.

Parents have an obligation to send their children to school from the ages of 6 to 15 under the Education Reform Act 1990. If they fail to do this, they can be fined.

The law was seen to regulate child/parent relationships in both positive and negative ways.

Under the Minors (Property and Contracts) Act, 1970, children can consent to medical treatment from the age of 14 without parental permission. So, for example, a 14 year old girl could have an abortion without her parents knowing of it.

Industrial laws were cited by some candidates.

There are many workplace laws that have a large impact on aspects of family relationships, affecting the children involved. Maternity leave and paternity leave can impact on the first stages of a child’s life.

Better candidates understood the function of the specific law.

Another important Act was the Child Support Act (1989). Along with the act, there was a Child Support Scheme introduced that included a universal formula used to calculate the amount to be paid. Before this was

introduced, up to 80% of fathers had been delaying child support payments, leaving the mother to rely on Social Security Benefits, often meaning that any children involved were missing opportunities because of financial strain.

Poorer responses restricted their discussion to Department of Community Services and their role in child protection, and provided superficial coverage of child support.

Child Protection is something that the courts can help with. To protect a child the law may have to incur a restraining order or an AVO (Apprehended Violence Order) to protect children from violence.

Question 2 – Families and the Law

Critically assess the availability of resources that assist individuals to respond to family violence.

Resources can be categorised in various ways including human and non-human, personal, family and community resources. Specific resources available to assist individuals confronted with family violence needed to be identified, eg legislation, police, community services, refuges, legal aid.

Excellent responses were well structured and were able to demonstrate extensive understanding of the resources available to assist individuals to respond to family violence. A range of human and non-human resources was discussed eg, police liaison officers, DOCS, foster care, charities such as the Salvation Army, counselling services, intervention programs, churches, crisis centres, family members, government departments, self-help groups, hospitals and schools as well as specific legislation.

Resources that are available to assist the victims to respond to family violence might range from literature found in Family Law Courts or health care centres to the laws and legislation which set out to help support and protect individuals and families from domestic violence.

Because it is such a widespread problem there have been many types of protection established in an attempt to decrease its existence and regularity. Some of the resources that exist have been developed through the implementation of both state and commonwealth statutes such as the Family Law Act, the Crimes Act as well as through government funded institutions such as DOCS and through legal orders made by courts.

Excellent responses made judgements based on fact relating to the availability of the resources, both in terms of the number of resources available and the individual's/family's ability to use those resources. Accessibility and usefulness were key terms these students used in relation to resources.

The Department of Community Services (DOCS) aims to protect children from family violence. Although they may be readily available in offices around NSW, they are often reluctant to react straight away, alternatively the effectiveness of the service remains questionable.

The legal system, government and community groups all help women affected by domestic violence. However, the availability of resources is often hindered in some way, making them hard or impossible to access, or is inadequate in dealing with the individual's needs whether they be physical, financial or emotional. Future changes to the legislation focusing on the safety of the victims and the punishment of the attackers is needed in order to competently provide for the victim's needs. Action such as education for women of a multicultural background, the establishment of a gun register and the weapons listed, speedy access to courts and medical treatment need to be made in order to assist individuals to respond to family violence.

Question 3 – Leadership and Group Dynamics

A sporting team is failing to achieve, owing to tension among the players, coach and parents.

Justify the need for clarification of roles and tasks as a means of improving interpersonal relationships in this situation.

Candidates were required to link knowledge of the roles and tasks of the three groups associated with the sporting team with their knowledge of ways of improving interpersonal relationships. To 'justify' required the candidate to provide argument of the need for clarification/definition of roles in order to improve communication and cooperation, to set and achieve goals and to enhance group stability.

Excellent responses emphasised role and task clarification. Roles for each of the group members, eg player, coach, manager and parents were clearly defined. Points relating to team unity, direction and cohesion were included, especially in relation to improved interpersonal relationships. Strong understanding of group dynamics was evident. Key concepts were defined by better candidates.

Interpersonal relationships are the relationships which develop between individuals.

A role is a set guide to which an individual is to behave. Tasks accompany these roles and can be minor such as showing up to sporting matches or major such as organising team functions.

Sound responses suggested appropriate strategies:

There is a need to clarify roles and tasks. This could be done through a variety of methods including communicating. This simple act would allow individuals to voice their own opinions as well as hear those of others, allowing for a greater involvement in the group to be achieved as well as a clearer understanding of the situation. Group members could also use conflict resolution methods i.e. mediation and negotiation to resolve underlying conflict between individuals.

They also justified their suggested strategies:

Through understanding an individual's role and the tasks involved, insight into one's own behaviour can be achieved. Each individual needs a benchmark to compare their abilities to and they can understand how others handle different situations. If the coach knows that the best player isn't able to perform under pressure, then new tasks can be delegated.

If even a few members involved in the team are able to group together effectively, then the group could begin to achieve mutual support whereby if one member feels bad or isn't performing, other group members will encourage them.

Question 4 – Leadership and Group Dynamics

Conflict can be a constructive, disruptive or destructive force.

With reference to either a family or a workplace environment, critically evaluate this statement.

Candidates were required to provide a critical response (points of agreement and disagreement) to the statement 'Conflict can be a constructive, disruptive or destructive force'. Good responses linked the resolution of conflict to leadership styles.

A good leader is imperative to the workplace and workplace environment and will be flexible in dealing with conflict. As a result, a good leader will be able to alternate between leadership styles and match a variety of styles to situations including the situation where conflict arises.

Specific examples could be drawn from either the family or a workplace environment. For example, conflict in the workplace can be productive if it stimulates a reassessment of established patterns of behaviour leading to better outcomes for all involved. Conflict can disrupt interpersonal relationships, reducing trust and sharing. Destructive conflict may occur when previously valued relationships are severed, either due to marital breakdown or loss of employment.

Excellent responses contained evaluative comment regarding constructive conflict and made a clear distinction between disruptive and destructive forces. Positive and negative effects of conflict were also identified.

Constructive conflict occurs when a group of workers take conflict as an opportunity to grow, both individually and as a group of people. Clearly, an ideas workplace would be one where conflict becomes a constructive tool to mould a more cohesive body of individuals – a team. Leaders and managers are responsible for the development of such a workplace where communication should be the first skill used effectively to resolve and dissolve conflict.

Constructive conflict in the workplace environment may serve as a positive force. Constructive conflict differs from the other facets of conflict through the outcome that it has a potential to serve as a motivator to the people working in the environment.

Disruptive conflict may cause dissension amongst the subordinates thus influencing decisions of the leader. This dissension may result in short term hostility between subordinates causing less or lack of concentration thus resulting in loss of productivity and the organisation may find a short term loss of efficiency and effectiveness.

Destructive conflict is conflict that remains due to stubbornness or misunderstanding caused by ineffective communication. The ideal leadership style to bring to such a workplace is a democratic or a collegial style where group activities/workshops can be used to help resolve conflict.

If conflict turns to being destructive, then the lives of the whole family unit may be disrupted and the interpersonal relationships of the family members may be affected. For example, if two children keep fighting all the time over silly little problems such as whose turn it is to feed the dog or wash up, then the whole family is affected.

Average responses showed evidence of understanding the importance of conflict in family/work groups but tended to generalise in the discussion with few examples. Poorer responses lacked detail regarding any types of conflict and were not able to critically evaluate the effect of conflict on the family or the workplace.

Question 5 – Management Strategies for Specific Needs

Using specific examples, evaluate government policies for social justice.

Candidates needed to link examples of potential inequity (eg due to unemployment, age, locality or cultural background) with specific policies designed to achieve social justice.

Excellent responses evaluated a wide range of policies relating to social justice eg, financial, social, cultural, health, career, care. These policies were discussed with reference to a number of specific groups: unemployed, migrants, homosexuals, workers, youth, aged.

Work for the dole or unemployment benefits are a government initiative that helps to achieve social justice. These people are made to work for the funds that they receive. By doing this, they may feel more worthwhile giving something back to the community. The members of the community will feel more like justice is occurring.

Anti Discrimination Acts allow minority groups such as immigrants and Aboriginals and homosexuals to be protected from physical or emotional abuse from the community.

The worker Safety Act means that work environments must be safe for all employees e.g. correct chairs, protective clothing, special ways of lifting. This helps to prevent work related injuries. If injuries occur, compensation may be claimed for medical bills, time off work etc.

Question 6 – Management Strategies for Specific Needs

Assess how societal attitudes affect the ability of TWO of the following groups to meet their needs.

- *The elderly*
- *People with disabilities*
- *Youth*

Candidates required detailed knowledge of specific social, cultural, health, housing, financial and career needs of the two groups they chose. The question assessed the candidates' ability to explain the complex interrelationships between societal attitudes developed through tradition, the media, education, the influence of lobby groups and ability to meet needs.

Better candidates were able to assess positive and negative societal attitudes. A clear link was made in these responses between achievement of needs and the attitudes identified.

A change in societal attitudes in recent years has seen the encouragement of youth to stay at school to complete their Higher School Certificate, thus increasing their qualifications and chances of employment. The changes in societal attitude can be seen in the new government strategy called 'Youth Allowance' which combines three government payments into one which encourages people to further their training even at TAFE while still receiving government support. This increases the self esteem of youth as they are able to set goals like obtaining an education but still having some financial support.

Previous attitudes to the aged have revolved around looking at the elderly members of the community as a group that must be shut away when they reach a certain age. All their status and positions in the community are ignored and society devalued their position as they didn't seem beneficial to the community. Some changes towards the needs of the elderly have seen the development of Meals on Wheels, Aged hostels and retirement homes. Elderly members still need their social needs to be fulfilled. They must feel part of a group, whether it be a family group or bowling group. This belonging fills their social needs as they still develop their interpersonal skills, maintain a position of influence and are recognised for who they are.

Question 7 – Socialisation of Children

Assess the roles of the family and wider society in providing physical care for children.

Physical care includes providing food, clothing, shelter, and a safe environment as well as catering for health needs. Provision of physical care is a family responsibility that is supported by

individuals and groups in the near environment (local community) and the wider society through legislation, education, immunisation, provision of public space and facilities.

Excellent responses described a strong relationship between the role of the family and the wider society in relation to all aspects of physical care. They used a wide range of examples to highlight the involvement of the wider society, including government support, counselling, child care centres, refuges, swimming pools, road and safety awareness campaigns, and safe equipment in parks.

When the family is providing physical care for children it is important that they receive adequate food to assist them while growing. Foods from the 5 food groups should be included... This allows the child to function correctly. If some foods are neglected, the child may suffer diet-related illness e.g. anaemia when there is a low amount of iron ingested.

Networks in the wider community including preschools, day care, schools and neighbours play the role of support and reinforcement of health care for families... Family and wider community share in undertaking roles to support and maintain activity and exercise to develop the physical care of children... Role of the family to ensure that children maintain adequate amount of sleep.'

Some responses referred to specific theories of development.

According to Maslow, physical care is paramount in the development of the child. Physical care needs must be met to promote the child's wellbeing and healthy development. Parents have a legal and moral obligation to provide basic physical needs but also those in loco parentis.

Even before birth, mothers should be responsible in considering the child's physical care – avoid smoking, alcohol, healthy eating.

Average responses demonstrated an awareness of the role of the family as the primary socialising agent and main provider of physical care. They failed to provide detailed discussion of how the wider community provided physical care. A number of candidates focused on play.

Question 8 – Socialisation of Children

Select 3 children's services.

Discuss how EACH complements the family's role in the socialisation of children.

This question required understanding of the process of socialisation and the complementary roles of families and children's services. Shaping behaviour, establishing normative patterns and encouraging achievement are relevant aspects of socialisation.

Better responses defined socialisation:

Socialisation is the ongoing process whereby the individual learns and adopts behaviours, values and attitudes which are required in the development. The family is the most important unit of socialisation. At an early age, through bonding and teaching, parents are able to relate values, standards and goals.

The children's services discussed in detail included preschool, family day care and Baby Health clinics (an out-of-date title).

Preschools similar to the family's role, provide affection through the use of recognition, praise and communication. Thus the child's wellbeing is enhanced. Preschools allow opportunities for growth and development through play. With the access to different toys and equipment not available in the home, often resources for play are limited in a family.

The school compliments the family's role in physical care of children by providing a safe environment with the provision of supervised play areas and first aid rooms. Schools and teachers identify problems, eg undesirable social behaviour, evidence of child neglect or abuse.

Family day care provides a sensitive approach to child care, especially for younger children. An extension of family values may be fostered.

Children may be taken to playgroup. It is important that they are taught how to interact with others socially and appropriately. This could be sharing toys and games with one another.

Poorer responses failed to demonstrate understanding of the key concepts. They often stated times and days of preschool opening and numbers of teachers required. The candidates discussed types of play, failing to discuss the provision of social and intellectual experiences or the opportunities to deal with conflict and to test and confirm learned behaviours outside the home environment.

Question 9 – Work and Politics

Assess the implications of the growth in part time work for:

- *child care*
- *superannuation*
- *family welfare.*

Part time work takes a number of forms including reduced hours per day, selected days each week, on-call or relief work, weekend work and shift work. Routines and costs were two factors identified in relation to child care. Flexible hours of attendance, increased demand for family day care and before and after school care because of changing family routines and higher costs of care were mentioned. The lack of consistent input to superannuation has long term implications for the individual who may need to establish alternative forms of saving for the future. Family welfare may be both advantaged and disadvantaged by part time work. Government payments may be lost, or irregular, as the individual is obliged to report any earnings to the Department of Family and Community Services.

Excellent responses discussed the trend towards part time work in the context of changes in society relating to the three areas. Information was current and responses contained explanations of positive and negative impacts. Less adequate responses did not give equal attention to all three areas. Discussion in regard to superannuation was limited.

Part time work is employment for less than 35 hours per week. It does not provide the monetary benefits of full time, nor the stability or provision of benefits. However, it allows one to lead a flexible lifestyle. It is increasingly popular due to the great difficulty and role clash that being a parent and working implies. Part time work also allows a person to be educated whilst making a living and obtaining the skills for future employment.

The implications of the growth in part time work for child care are several. Parents will be able to effectively reduce the amounts of time they place their children in care as they will be increasingly available in the home. The burden on child care workers will decrease as the child attends less regularly. However, this may increase the costs of child care over all.

However, if the family's income is reduced from full time to part time because of the growth in part time work especially in some sectors of hospitality and retail, this may damage family welfare. Economically they may suffer and also emotionally because the employer is unable to provide the standard of living the family may have been accustomed to. The stress levels may increase which may affect family welfare.

Flexible work such as part time work has also led to more flexible workplaces that include family friendly environments e.g. Lend Lease, NRMA and ANZ which all have child care facilities. This reduces the burden on council run child care centres.

Question 10 – Work and Politics

Propose management strategies that could reduce the stress generated by multiple role expectations.

Planning, organising, communicating, evaluating and substitution are all management strategies that may be employed to reduce stress. Examples of roles undertaken by an individual may include spouse, partner, parent, employee, student.

There were few responses to this question. Excellent responses identified a range of multiple role situations and the stress and conflict that can arise from carrying out these roles. A number of management strategies were explained including conflict resolution skills, flexibility, prioritising and reviewing standards.

As a result of these multiple role expectations, stress can be reduced through specific management strategies. These include: prioritise; only undertake one task at a time; complete all tasks; maintain adequate levels of nutrition, rest/sleep and leisure and; adequate use of available resources.

Specific strategies were fully developed in better responses.

Prioritise: This is the most vital stage for an individual who is suffering from multiple role expectations. The first step is to prioritise what needs to be done first. This means that the most important role or task has to be undertaken first. A major aspect of prioritising is to prioritise time. Time is an extremely valuable human resource and needs to be managed efficiently and effectively.

Adequate nourishment, sleep and leisure: This integral part of the management strategy provides a 'time out' period for the worker. This period of time out is to be spent as time away from work where the individual is not concerned with what tasks need to be undertaken. It provides a balance and stress free period for the worker.

Better responses recognised that assistance may be forthcoming from outside the individual/family.

Formal support systems provide help for people with multiple role expectations. For example, housekeeper and ironing lady. Another resource used may include workplace child care. This enables the employer and employee greater flexibility.

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