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N E W S O U T H W A L E S

1999 HSC
**Life Management
Studies**
Enhanced Examination Report

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1999 Higher School Certificate

Life Management Studies

Enhanced Examination Report

Introduction

In 1999, 3649 candidates presented for the 2/3 Unit Common Paper. A further 682 candidates attempted the 3 Unit Additional Paper. This represented a decrease of 110 candidates on the Common Paper and a decrease of 140 in the number of 3 unit candidates.

The 2/3 Unit Common course requires an understanding of four core concepts - Resource Management, Life Span 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 an option they have studied. The Options are 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. The Options are Families and the Law, Leadership and Group Dynamics, Management Strategies for Specific Needs, Socialisation of Children and Work and Politics.

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

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 candidates to demonstrate their familiarity with needs, goals, values, resources and decision-making - all concepts of management. There were some excellent scripts. Some other scripts appeared to indicate little serious study of the syllabus. It would appear that some candidates did not divide their time evenly among the questions. Only a small number of candidates attempted inappropriate combinations of questions or answered all the options in the 2/3 Unit Common paper. A number of candidates appeared to attempt options based on general knowledge rather than on serious school study of that Option. It is important that candidates read the questions carefully. A number of candidates misread questions and therefore provided inappropriate answers. It is also important that candidates provide information that is up-to-date. Some candidates are providing information that is out of date especially in regard to the names of government departments and to legislation.

Certain options still remain the most popular in the 2/3 Unit Common paper and the 3 Unit paper. However a number of other options are attracting more candidates.

2/3 Unit Options

Financial Management

The number of candidates who attempted this Option was 382. This represented 10.47 % of the candidature. The number of candidates who attempted question 8 was 278. For question 9 it was 104 candidates.

Housing

The number of candidates who attempted this Option was 740. This represented 20.28 % of the candidature. The number of candidates who attempted question 10 was 234. For question 11 it was 506 candidates.

Parenting

The number of candidates who attempted this Option was 2428. This represented 66.54 % of the candidature. The number of candidates who attempted question 12 was 1825. For question 13 it was 603 candidates.

Work Roles and Workplace Environments

The number of candidates who attempted this Option was 75. This represented 2.06 % of the candidature. The number of candidates who attempted question 14 was 25. For question 15 it was 50 candidates.

3 Unit Options

Families and the Law

The number of candidates who attempted this Option was 508. This represented 74.49 % of the candidature. The number of candidates who attempted question 1 was 343. For question 2 it was 165 candidates.

Leadership and Group Dynamics

The number of candidates who attempted this option was 91. This represented 13.34 % of the candidature. The number of candidates who attempted question 3 was 70. For question 4 it was 21 candidates.

Management Strategies for Specific Needs

The number of candidates who attempted this option was 116. This represented 17.01 % of the candidature. The number of candidates who attempted question 5 was 63. For question 6 it was 53 candidates.

Socialisation of Children

The number of candidates who attempted this option was 630. This represented 92.38 % of the candidature. The number of candidates who attempted question 7 was 205. For question 8 it was 425 candidates.

Work and Politics

The number of candidates who attempted this Option was 12. This represented 1.76 % of the candidature. The number candidates who attempted question 9 was 9. For question 10 it was 3 candidates.

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
 - contains 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
 - fail to answer the question.

2/3 Unit (Common)

Section I

PART A

General Comments

Questions 1 - 3

Question 1 was designed to assess the candidate's ability to interpret data from the graph provided. It also required the candidate to generate alternatives to particular management problems and assessed his or her ability to predict outcomes of specific lifestyle behaviours. The core concepts examined in this question included Well-being and Lifespan Development.

Candidates generally answered Part (a) well. A high percentage of candidates clearly stated the correct answer, which was the '50+' age group.

Part (b) was generally answered well, with candidates referring specifically to a variety of gender issues.

Whilst females are entering the paid workforce, the bulk of the domestic/childcare responsibilities are still their responsibilities, therefore they have little time to access the Internet.

Males may have more access to computers/ Internet because of occupation or work.

Part (c) was generally not as well answered as the other three parts of this question. Excellent candidates clearly identified aspects of well-being such as physical, emotional, intellectual and social. They were then able to explain the impact of the Internet on the aspect of well-being that was chosen.

Part (d) was generally answered well, with most candidates correctly focusing on management strategies rather than explaining the management process or listing the steps in the decision-making process. Better candidates explained the management strategy.

Time management - the use of rosters for family members to reduce conflict and prioritise needs.

Question 2 tested the candidate's ability to assess the appropriateness of research techniques. Question 2 also required the candidate to describe ways of managing conflict and fostering positive group relationships. Question 2 focused on the core concept of Interpersonal Relationships.

In Part (a) excellent candidates were able to list a research method and then identify how it could measure social needs. Most candidates were able to determine a suitable research method.

Part (b) was not as well answered. Some candidates confused communication media and communication strategies. Better candidates were able to identify and explain two relevant communication strategies/skills such as listening, speaking clearly, effective body language and clear instructions.

In Part (c) most candidates were able to identify two conflict resolution skills, such as compromise, mediation, negotiation or collaborative decision-making, but only better candidates were able to clearly outline how it would resolve conflict.

In Part (d) most candidates were able to determine a strategy to promote positive group dynamics such as having fun activities or promoting teamwork. Excellent candidates were

able to recognise the strategy was to be implemented ‘at the barbecue’ and were able to explain why their activity was appropriate for promoting group dynamics.

Question 3 assessed a candidate’s ability to describe the concepts of needs, goals, values, resources and standards and to also explain how management processes can be applied in a range of contexts. The focus of this question was the core concept of Resource Management.

In Part (a) most candidates were able to identify and classify the goals into short, medium and long term. Many candidates incorrectly identified purchasing a keyboard as a short-term goal, while acquiring money to purchase the keyboard was a more appropriate example.

Part (b) was answered well with most candidates able to identify Kim’s values, such as his commitment to his band and study, but only the better candidates were able to explain the conflict.

In Part (c) most candidates identified a resource that would either increase or decrease if Kim accepted the job. Better candidates were able to identify two resources, usually one human and one non-human, that would be affected.

PART B

Families and Work

Question 4

Individuals and families can experience conflict when balancing work and home commitments.

- (a) *Identify societal attitudes and values that may contribute to this conflict.*
- (b) *Discuss management strategies that individuals and families may use to reduce this conflict.*

In general Part (a) was not as well answered as Part (b).

Part (a) tested a candidate’s ability to identify societal attitudes and values that may contribute to conflict when balancing work and home commitments. Attitudes and values included: male as breadwinner; females as responsible for domestic duties and childcare; a good child takes responsibility for elderly parents; strive for success at work at all costs; individuals are expected to return something to society once they have the resources to support themselves.

An excellent response identified societal attitudes and / or values as described above, including accurate information that strongly focused on all aspects of the question. Excellent candidates’ responses reflected an understanding of the terms, ‘attitudes’ and ‘values’, and could differentiate between them.

That within society, there is an increased atmosphere of competitiveness amongst all people, especially those in the workforce. This competitiveness could lead to individuals spending too much time at work upgrading their skills or studying to learn the new skills needed especially with using new technology like the Internet. This could lead to a lack of quality time spent between family members, creating and controlling conflict within the family.

Average responses failed to link societal attitudes and values to balance work and home commitments or focused on one or two attitudes along with the reasons of family conflict.

Poor responses addressed the question from the leading statement and either failed to answer Part (a), misinterpreted it or did not understand what was required with regard to ‘societal attitudes and values’.

Household chores have become easier due to labour-saving devices that have also caused the increase of women returning to the workforce.

Part (b) was generally better answered than Part (a). Candidates were required to discuss a number of management strategies that individuals and families may use to reduce conflict. The strategies suggested by candidates included: re-defining roles; task allocation; energy management; budgeting; regular rest and relaxation; better nutrition; conflict resolution skills; stress management; reallocation of resources, resource interchangeability; use of family; friends and other support networks; flexible work patterns; reduction in paid work; negotiation; labour-saving devices; compromise; and effective communication.

Better candidates were able to fully develop points with relevant examples. Discussion focused on family decision-making and the application of the management process to a number of situations, demonstrating extensive understanding of concepts in real life settings. Discussions strongly focused on all aspects of the question.

Good time management skills involve knowing what needs to be done, prioritising tasks and being realistic about the amount of time available.

By interchanging resources, families may find it easier to balance, especially in the case of dual-career families. By interchanging money for labour saving devices such as microwaves or interchanging work for time with the family by decreasing work hours (or changing to part-time) families can have more time for balancing commitments and decreasing conflict.

Average responses presented mostly relevant information with less reference to the management concepts. Often points were listed but not developed or few strategies given.

The management strategies that individuals and families use to reduce conflict are planning, organising, implementing and evaluating.

Poorer responses were limited to one or two points that were listed or not discussed. They contained general knowledge rather than research specific to Life Management Studies, contained error of fact and had limited, if any, understanding of the question.

If the individual's attitudes are negative this can result in low self esteem and conflict. They need to socialise more!

The home is a special place that relaxes and releases your frustrations and makes you forget about work.

Question 5

Discuss how norms and traditions influence the developmental needs of individuals and families. Support your discussion with relevant examples.

This question looked at the influence of norms and traditions on the developmental needs of individuals and families.

An excellent response demonstrated an extensive understanding of the terms 'norms' and 'traditions' and was able to clearly distinguish between the two.

Norms are socially accepted patterns of behaviour that can be formal or informal. Formal norms are those which the law sets and must be abided by or punishment will occur. For example it is a norm not to steal. Informal norms are those that are implied by society on the group of people that surround you. For example it is socially accepted that individuals keep to the left when walking down a sidewalk.

Traditions are those things: customs, stories, advice and ideas passed down through generations both orally and through actions.

Developmental needs were also clearly identified and understood. An extensive range of examples was used to link both norms and traditions to physical, social, emotional, intellectual and cultural/ spiritual needs.

When families are raising children they are often taught to use: polite manners, certain ways to address their elders and traditional customs and celebrations. For example shaking someone's hand may be a 'norm' for a family or saying a prayer before a meal may be a tradition for a family. These are often influenced by culture and also influence social needs in respect to the way we communicate and act around people.

A family tradition maybe to celebrate Christmas together and hence attain social interaction, physical fulfillment (eating together) and emotional support.

If a norm or tradition of a family is to read a story to children before bed, intellectual needs are enhanced and hence impacted upon.

A family may have the tradition of meeting regularly to discuss family history and look over photos, hence impacting on intellectual needs.

The norm associated with family life include sending their children to school where they will be influenced by teachers and other candidates as to how to act, think and relate to others around them. Schooling offers a large support network of friends, hence an individual's emotional, social and intellectual needs are satisfied.

Average responses demonstrated a basic understanding of the terms norms and traditions.

Norms are certain practices or expectations that society has of you and expect you will comply to.

Traditions are the things that are passed down from one generation to the next, the things that are done the same as they have been previously.

They used a variety of examples to explain the meaning of traditions, but with less emphasis on linking them to developmental needs. Many examples focused on the cultural examples.

Older generations passing on their knowledge or opinion of an issue that will influence how the younger generations will behave or believe.

Many young people are rejected from certain groups due to their traditions, which don't seem 'normal' in today's society.

A Muslim girl growing up in Australian society is allowed much less freedom than is the social norm. These conflicts hinder a family and an individual's developmental needs.

Poor responses could not distinguish between norms and traditions and made little or no attempt to mention developmental needs. Candidates tended to concentrate on a discussion of needs in general and often cited Maslow's hierarchy of needs as their answer. Responses were very short and failed to provide relevant examples.

Question 6

Discuss the impact of education and training, safe work environments and technology on the rights and responsibilities of individual workers.

This question was not well answered by many candidates. They tended to focus on rights and responsibilities only. Many candidates also focused on the effects in the workplace rather than the impact on the individual with relation to rights and responsibilities within the workplace.

The excellent candidates discussed in a clear, logical and well-structured fashion. These candidates demonstrated an extensive understanding of the rights and responsibilities of workers. They integrated this discussion with references to the impact of education and training, safe work environments and technology.

The rights of employees included: the right to award wages and working conditions; that an employee may not be dismissed without fair reason; that an employee must not be sexually harassed; that workplaces must abide by Affirmative Action and Equal Employment

legislation; that workplaces must abide by government occupational health and safety legislation; the right to join a union; and the right to a safe and pleasant working environment.

The responsibilities of employees included: to be punctual in their arrival to work; to work the required number of hours, to do their work with the required level of diligence and expertise; to obey instructions of their superiors in the workplace; to display an acceptable level of courteous behaviour to colleagues and clients; and to be loyal to the company they are working for.

Excellent candidates related the rights and responsibilities to the factors stated in the question. Examples relating to safe working environments included: protects health, safety and welfare; enhances rights and responsibilities, reduces and prevents workplace accidents, injuries and illnesses; provides for physical environment—lighting, protection from noise and machinery, dangerous fumes, liquids and gases, radiation, microwaves and x-rays, psychological stress; responsibility to wear safety gear provided; and workers' responsibility to know their rights under OH&S and observe these in the workplace.

Examples given of the impact of education and training included: increased knowledge of the rights and responsibilities under certain awards; rights under Affirmative Action, OHS and EEO legislation; enhanced ability to obey instructions and operate machinery safely; opportunities for career learning, upskilling, retraining and multiskilling; retrenchment and redundancy; and higher level of education demands more responsibility and commands higher wages.

Examples of the impact of technology included: displacement many skilled jobs; need to provide redundancy training; employees are required to learn new technology through on and off the job training; workers may now work from home through email or telecommuting; employees have a responsibility to use technology appropriately ensuring they do not breach Privacy Acts; employees must follow organisation policy for using Internet and email during working hours; employees may engage in on or off the job training to gain proficiency in new technology related to their work.

An example of an Excellent response

Individual workers have various rights and responsibilities. Some rights are: to receive award wages set by IRC (Industrial Relations Commission). Work in a safe and clean environment away from or protected from biological, chemical, psychological, physical hazards, to not be sexually harassed, to join a union and to receive appropriate holiday and sick pay. Some responsibilities of employees are: to be punctual, to be loyal to work to the best of your ability and expertise.

Education and training can have an impact on the worker's rights and responsibilities. Education can firstly mean that the worker knows what their rights and responsibilities are. Secondly education and training to enhance their skills and abilities at work can impact on that worker's responsibilities. He/she may then be expected to fulfil harder and more important tasks, they may become responsible for other workers (such as in a management position), they may also be expected to make less mistakes than lower qualified staff. With further education and training this worker may be entitled to a higher award than previously as part of affirmative action could be considered for a different position where the knowledge and skills could be better utilised. A safe working environment is a right for all workers. Any dangers or hazards in the workplace should be dealt with sufficiently.

Good responses gave mostly relevant information showing an understanding of the rights and responsibilities but did not relate these to all the factors. Often candidates tried to make their knowledge 'fit' the question. Safe work environments were addressed quite thoroughly often at the expense of education and training and technology.

It is, however, the responsibility of the worker to some extent to ensure a safe working environment. Hazards should be reported, and rules and regulations must be followed. Dangerous behaviour, such as smoking near flammable chemicals, should not be tolerated and reporting those who are behaving dangerously should be commonplace for the safety of yourself and others. Workers have the right to complain (maybe to unions) or to take appropriate legal action if they feel unsafe.

With an ever increasing technology, it is vital for companies to provide continuous opportunities for further education and training e.g. TAFE courses and seminars. Many businesses are agreeing to multiskilling, where workers are trained in a variety of areas to learn many different and new skills. In doing so, employees are meeting their employees right for further education to enhance their knowledge.

Average responses tended to list the rights and responsibilities without linking the factors with the rights and responsibilities in any depth. Many candidates could give examples of safe working environments, but they limited their response to one or two examples for both education and training and technology.

Multiskilling - because of technology workers needed to be multiskilled for fear of being made redundant.

Education and training - every worker needs constantly to update their training in order to ensure they remain employable.

Poor candidates presented irrelevant information or showed little understanding of the question. They were unsure of the rights and responsibilities and tended to rewrite the question. They had no understanding of impacts and were repetitive with the rights they did know, often referring only to the right to a safe work environment and the right to be trained to keep up with job expectations.

Question 7

Identify communication processes that exist in the workplace.

Explain how a breakdown in communication can affect worker well-being.

Candidates identified a range of interpretations of the term “communication processes”. These included networks such as wheel, chain, circle and all-channel, which many candidates presented as labelled diagrams.

Other candidates identified the communication process characterised by senders and receivers of information who encode and decode messages transmitted by a range of modes. Responses also identified modes of communication such as email, facsimile, telephone and letter.

Some candidates identified styles of management such as authoritarian, democratic, collegial and laissez-faire suggesting that each style uses a different communication process.

It was evident from the range of responses that candidates had a very broad interpretation of the term ‘communication process’.

Excellent responses identified processes such as wheel, chain, circle and all-channel network, supported these with diagrams and describe how these processes were used in the workplace.

Communication processes that exist in the workplace can be divided into four main groups. They are: wheel communication - workers within the workplace are equal and information is shared between workers in a circle. Star communication - all workers are linked via a ‘central’ person (usually someone higher in the workplace hierarchy) workers do not communicate directly to each other, but through the ‘hub’ who controls the flow of messages

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In good responses candidates recalled most of the communication networks, provided adequate diagrams and referred to the relationship to the workplace.

Line or chain communication is another type of communication that exists. In this type of communication each person only communicates with one person below them and one person above them in the chain to identify the types of communication breakdown that would affect worker well-being.

Open network communication allows all parties involved to speak to all other parties. This type of communication, particularly if it leads to decision-making, is beneficial to the employee as it makes them feel that they are being recognised and that their opinion is important.

Poor responses were limited to identifying several obvious communication media and did not demonstrate any degree of understanding of the concept of communication processes.

Communication processes that exist in the workplace are:

- *phone - talk and call people up*
- *fax machine - fax messages to other people*
- *voice mail/ email - send messages*
- *mail out letters to other people*
- *answering machine - we are able to leave messages if unable to contact person*
- *verbal/ nonverbal communication between each other*
- *computer internet - we are able to talk to other people. Meet new people.*

In Part (b) candidates generally understood the concept of well-being and discussed why communication breakdown occurred in the workplace. Most candidates could identify the basic impact of a communication breakdown on worker well-being.

Excellent candidates clearly defined well-being and focused upon the impact of communication breakdown on different types of well-being. The types of well-being included physical, emotional, social and intellectual. Candidates supported their discussion with relevant examples.

Through the various forms of communication breakdown a worker's well-being may result in a worker lacking the motivation to do their work well or not at all. They may feel isolated and uninvolved in decisions or the running of the company or business. Feelings of frustration and anger may result and the well-being of the worker through this tension and stress that is created can be harmful even to the point of mental breakdown or loss of self-esteem.

Better candidates had an understanding of the concept of well-being. Answers focused upon one or two aspects of well-being, commonly physical and emotional. A limited variety of relevant examples were used to explain impact upon well-being.

If a worker knows that he or she is not communicating properly with others then they may begin to feel incompetent and this will then lower their self-esteem and drop their level of well-being.

Average candidates related their response mainly to the impact on physical well-being and used superficial examples. Most of the responses in this category were limited to common impacts such as stress and conflict. They used terms such as self-esteem, but did not demonstrate a thorough understanding of the term.

A workplace where people can interact with each other, however a failure in communication may lead to criticism of colleagues or even isolation from other colleagues causing again an unfulfilment in well-being.

Poor responses did not demonstrate an understanding of the concept of well-being. They offered personal opinions on how breakdown in communication affected the workplace and failed to mention the impact of communication breakdown upon employees.

Section II - Options

Financial Management

Question 8

Use the decision-making process to explain how divorcing men and women can manage financial resources.

This question focused on the role of the decision-making process within financial management and asked candidates to refer or relate their response specifically to the situation of divorce.

Excellent responses demonstrated a thorough understanding of the decision-making process, and were able to relate this specifically to the management of finance either during or after the divorce process. These responses gave a definition of financial management and the impact of decision-making on achievement of goals in this situation.

Financial management involves being able to sufficiently manage resources, in order to fulfil an individual's well-being. When financial problems arise the decision-making process can then become a guideline for the individual or family involved, in order for them to work out their financial situation.

Better candidates listed the steps in the decision-making process and used these steps as a clear structure to further expand on the focus including relevant examples throughout the response.

Gather information - this could be done by taking visits to banks, building societies, credit unions etc and asking about options on how to manage financial resources given that the individual is divorced. Another option is also to attend a gathering of divorced individuals who are in a similar situation and ask for advice or come together to formulate alternatives as a group. A counsellor could also be seen who would probably have experience in this area. All of the above things are about accessing available support networks.

Better candidates referred to case studies in the step that involved formulation of alternatives. These case studies were followed through, with the candidate considering the consequences of each alternative and citing advantages and disadvantages.

During this step of the decision-making process it is important to have an open mind about different alternatives available, looking at each idea individually, considering its feasibility and suitability for the parties involved and the consequences of each alternative.

Better responses also demonstrated the importance of evaluation in solving the financial problems inherent in the situation of divorce.

Average responses listed the steps in the decision-making process and briefly addressed each stage. Fewer examples were given to demonstrate each step.

After going out and finding out some information you would have to sit down and formulate your alternatives, have a look at the information that you have collected. It is then time to consider what is best for you and your children. You have to remember that you have to pay the bills and satisfy their basic needs and wants.

Poor responses contained errors in the information supplied, for example, they listed the steps in the management process rather than the decision-making process. Statements were not

supported with examples. These candidates often presented general knowledge, irrelevant information and personal experiences only in relation to divorce, without reference to the financial management aspects relevant to men and women who are in the process of being divorced.

Question 9

Credit is readily available to many part-time and casual workers. With reference to this statement:

- (a) *outline the implications of utilising credit, as a method of finance, for these workers;*
- (b) *explain the role of community resources in assisting part-time and casual workers who are consumers of credit.*

This question focused on the application of knowledge about credit in relation to casual and part-time workers. It also required candidates to demonstrate knowledge of community resources to assist these workers with financial management.

Excellent responses defined terms such as credit, part-time worker and casual worker.

Credit is a financial resource that allows individuals and groups to buy now and pay later. Part-time workers work regular hours each week, less than full-time and receive benefits on a pro rata basis. This suits people with other obligations such as a student or an employee with children. Casual workers are engaged in shift work and are called upon when needed. There is no financial security and is usually taken up by people in between jobs or by students.

Better candidates were then able to clearly show their understanding of the advantages and disadvantages of credit relating specifically to part-time and casual workers.

The implications of using credit for these people particularly casual workers is great, because they do not have a steady income and may have problems meeting financial commitments. Credit cards can be used by contract agreements, sometimes a condition being that you must have a steady income. There are also other problems such as no interest free days, therefore this would not be a good option for casual workers as at some stage they would not have the resources to pay the credit bill on time and hence overcommitted financially.

In average responses candidates were able to define key concepts but were not able to focus on the implications of credit use, specifically for casual and part-time workers. These responses were general discussions on the different types of credit available. The candidates did not analyse the advantages and disadvantages of utilising credit in relation to casual and part-time workers.

Casual and part-time workers must be careful not to over commit themselves to credit. Eventually credit bills will have to be paid and when they do the consumer may find themselves unable to pay.

In poor responses candidates were unclear about the conditions of these two forms of employment and as a result were unable to explain the implications of credit use.

In Part (b) excellent responses categorised community resources that are available to assist casual and part-time workers with the use of credit into government and non-government support networks. These categories were further differentiated into financial institutions, financial advisors, government support agencies and welfare agencies.

Better responses indicated the role of these resources. These included: provision of information; advice and recommendations; advice and recommendations on types of credit available; and assistance with recovering from the misuse of credit.

Financial advisors are valuable resources. They give help to an individual by providing them with financial management strategies. They can offer advice to part-time and casual workers

on how to utilise their income to meet physical needs for survival as well as the demands of managing credit.

In average responses candidates were able to identify community resources that were able to assist workers, however explanations of the role of these organisations demonstrated a limited understanding of the services they offered. Few specific examples of community resources were given.

Poor responses only provided a list of community resources and were unable to categorise these or explain their role.

Housing

Question 10

Innovation in housing has been a focus of the Sydney 2000 Olympics. Discuss this statement with reference to THREE of the following:

- *environmental issues*
- *social factors*
- *personal factors*
- *economic factors*
- *government policies.*

The intention of this question was to assess the ability of candidates to explain the innovations in housing that have occurred due to the approaching Sydney 2000 Olympics.

Better responses demonstrated a thorough knowledge of housing innovations in the Olympic village and the surrounding area called Newington. They discussed in detail how innovations have impacted on the various factors listed. One of the most important points expressed by the candidates in relation to environmental factors was the delicate handling of infrastructure that would minimise damage to surrounding wetlands.

The housing was built to minimise damage to the marshy areas around Homebush Bay, where they are trying to restore the frog population and regenerate trees.

Government policies that were discussed focused on zoning and density laws in the surrounding area.

The main economic factor discussed was the improved standard of housing in Sydney, especially for short-term rental during the time of the Olympics. Social factors were also highlighted. These included the point that medium density housing encourages interaction between individuals (including athletes), with facilities such as public transport, sporting fields and entertainment.

This focus of community living gives the people a chance to interact with others and form new relationships therefore assisting with their performance throughout the games.

The personal factors that were addressed focused on security, access to communication, privacy and living in close proximity to their social network of family and friends.

In average responses, candidates only briefly addressed the innovations in housing due to the Olympics. These candidates tended to write in general terms of factors that influence an individual's choice in housing.

Social factors that influence individuals when buying or choosing a house to live in consists of whether the neighbours are friendly, is there any community resources that could help promote social well-being such as council meetings.

Poor responses misinterpreted the question and talked about the Olympics in general and the effect the games are having on Australia as a whole.

Question 11

Assess the suitability of current housing options in meeting the needs of the aged.

This question asked candidates to identify the needs of the elderly and then assess the various housing options available, discussing both the advantages and disadvantages in relation to satisfying their physical, social and psychological needs.

In choosing a suitable home for any stage of the lifespan many important factors must be taken into consideration in order to their needs. A person's social, physical and psychological desires must be considered for efficient management in deciding which type of housing is most suited.

Better candidates were able to identify a wide range of physical needs. These included medical attention, mobility aids, transport and home help. Social needs that were discussed included closeness to clubs, shops, transport, privacy and the need for interaction with their own age group and family members. Psychological needs that were highlighted included security, personal safety and the familiarity of surroundings.

Better candidates listed the housing options that are suitable for the elderly. These included detached house unit, retirement village housing, semi-detached, hostel accommodation and nursing homes. The advantages and disadvantages of the elderly living in each type of housing were then well discussed.

The current housing option of a unit would appear to be a satisfactory choice, however it still poses some problems, particularly in regards to the physical needs that must be met. It would depend on the setup of the unit i.e. high rise or ground floor, the safety component (railings, ramps, minimal steps) and the available help with the cleaning.

In average responses candidates discussed only some of the housing options. These candidates only briefly addressed how each option satisfied the needs of the elderly.

Semi-detached housing is another choice for the elderly as it meets their social needs by sharing a yard and being in close proximity. However this may become a problem if the other owners are young and noisy.

Average responses also concentrated on physical requirements inside and outside the dwelling (fire alarms, railings, adequate lighting) that could relate to any age group.

In poor responses, candidates based most of their answer on the stages in the lifespan or family lifecycle. No clear explanation of the needs of the elderly or their housing options was given.

Parenting

Question 12

Discuss how parent/ child relationships are shaped by:

- (a) gender influences*
- (b) the rights and responsibilities of parents*
- (c) the styles of parental authority*

The question addressed parent / child relationships and how they were shaped by gender influences, the rights and responsibilities of parents and the styles of parental authority. Candidates were required to link all three factors and give several examples. Excellent

candidates were able to link and explain both positive and negative outcomes on parent/child relationships.

Stating the importance of a parent/child relationship:

Parent/child relationships are imperative to the growth of an identity and the satisfaction of physical, emotional, social and intellectual needs. The relationship is interpersonal, in that it contains trust, bonding, loyalty and commitment. Many factors influence the development and maintenance of an interpersonal relationship between a parent and his or her child. These include gender influences, the rights and responsibilities of a parent and the style of authority that a parent adopts.

Stating how gender shapes relationships:

One must concede that certain biological differences are present between genders. It is for this reason that the relationship between the child and their parent who is of the same sex is important. A daughter may feel more comfortable disclosing certain problems in regard to women's health with her mother who has superior knowledge than the father in this area. Similarly a man may be the right person to tell his son about growth and physical development. A boy is more likely to feel comfortable discussing these issues with a man who shares similar experiences or knowledge. A male child may enjoy wrestling with his father. Similarly a woman and her daughter may enjoy a makeover or going shopping together. Though activities are not always governed by gender, it is apt that some activities are enjoyed by one sex more so than the other. This may also enhance bonding as similar interests can increase time and enjoyment together.

Discussing parental responsibilities:

Parents also have the responsibility to teach the child independence. When a child is young such independence can be achieved by encouraging independent play, chores, making children cleanup after themselves and making them make their own decisions. Once a child grows into an adolescent it is important to slowly give them some independence, preferably some at one time, not all at once. This will minimize any friction between the parent and child over independence. If the child were of an appropriate age then the parent should create opportunities for the child to become more and more independent.

A positive aspect of a parenting style:

A democratic style of parental authority is more successful as it entails much more respect and trust. The child is able to make a decision about things and the parents encourage it. This allows the child to feel more valued and appreciated, thus increasing self-esteem. The child also feels more comfortable disclosing problems, as communication is made easy by mutual respect. The relationship is shaped by love respect and understanding as parents exhibit these qualities and role model them.

A negative aspect of a parenting style:

The permissive parenting style is detrimental to the parent/child relationship. This parent allows the child to do what they like without being punished for it. Such a relationship will be strained because the power balance is inadequate with the child having power over the parent. Any relationship with the parent will probably deteriorate when the child enters the workforce or enters society only to realise that society does not tolerate that sort of behaviour.

A good response linked relationships and how they are shaped by (a),(b) and (c); however, the responses may have lacked detail in one particular area. The factor most often lacking was gender influences.

An average response linked relationships in one area and only listed in others. Parental authority was generally the area well addressed

Permissive style of parenting sets no limitations or offers no guidance. The permissive parent simply provides for the child's primary needs. Parent/ child relationship may never grow as the parent is not involved in any decisions about the child.

A poor response listed influences, was very poorly expressed, had limited knowledge of content and was unable to link the outcomes to the formation of relationships

Boys will be rough and wild like their dads and not show affection and emotion otherwise they are called a sissy.

Question 13

In Australia there is a growing trend towards single-child families. What are the implications of this trend for the child, parenting practices/ styles, the community and its services?

The focus of this question was to assess the ability of the candidate to explain the implications of a single-child family for the child, practices and styles of parenting, the community and its services. Some candidates misinterpreted the question as 'single-parent' instead of 'single-child'. Excellent candidates were able to give both positive and negative impacts. They listed and explained several implications for each of the three areas in the question.

Giving reasons for the trend towards single-child families:

The increasing trend towards single child families in Australia can be attributed to a number of factors. This can be to do with available resources, stage of parental career, technology and the growing trend that women are having children later in life to start their career beforehand. The resources that a couple has available to them will greatly effect their desire to have children. Without the necessary financial resources parents may find going back to work is the only available option, therefore limiting time available to have a larger family. The stage that either parent is at in their career can affect the number of children a couple decides to have. Either partner may be unwilling to leave their job in order to look after a family therefore they decide they can afford to have only one child in long day care. Technology and society's changing attitudes towards the pill and abortions mean that couples are able to delay having children until they are ready. This combined with the trend of women to have a child when they are older and advanced in their career has decreased the number of children couples are having.

Linking changing attitudes and values with the decrease in birth rate:

Single-child families are becoming popular in Australia, due to the changing attitudes and values of people. The decrease in family size is a result of many factors: increased availability of contraception, availability of abortion, women wanting to delay marriage and or children because of career aspirations and also because they want to undertake further education to increase academic skills. Another factor influencing the decreasing birth rate is that couples may not be financially able to cope with many children therefore opting to have just one child is sufficient to live as a family as well as to manage the family's financial resources in a more effective and efficient manner.

Citing different use of resources in multiple-child and single-child families:

Families with multiple children may experience a greater strain on resources such as human resources (commitment and communication), time, energy and money. This depends on the number of children present as well as the family's financial status. Families with single children have the chance to apply their resources elsewhere, perhaps in leisure activities such as regular holidays and dining out frequently. Again this depends on the income generated by the parents. However, in many cases of single child families, the child is compensated for a lack of siblings through material and physical assets.

Excellent responses also discussed implications for the single child:

In dual income single-child families, the child may feel lonely. They may invent ways in which to occupy time and substitute parents whilst they are not available, for example reading books, playing with neighbour's children, watching television etc. Many single-children find that cousins and peers are good substitutes for siblings because they provide socialisation and stimulation for only children who may lack the company of children their own age. A single-child may spend a majority of time in the company of adults. The child develops the ability to interact and communicate with older people at a young age.

Influences of parenting style on the single child included:

Parents may be overprotective of their child...

Parents may put extra pressure on an only child to succeed well at school and to achieve. This affects the child's well-being, impacting upon their self-esteem, self-concept and their ability to manage and adapt to change.

Some candidates mentioned the value of relatives and friends to a single-child family:

Relatives are a valuable support network and are especially valued by parents of a single child. They may assist in caring for the child whilst parents are busy at work. They provide resources that may be limited in the single child family and help in fulfilling the child's developmental needs.

Neighbours are a convenient resource for a single child family. They often help out in an emergency because child is too young or not responsible enough to stay by themselves.

Excellent responses included both positive and negative implications for the community:

The community may gain as a result of the presence of single-child families. If parents only have one child to care for they may use their skills and talents in other areas. For example they may volunteer for community services such as assisting in raising funds for the local school or local community projects or welfare groups.

Due to the declining birth rate there is a trend towards an ageing population. If there are not enough children in future generations there will not be enough financial resources being generated and this will have serious implications for the well-being of communities.

A decreasing number of young people in the community will mean less services needed. For example there will be less schools, baby health centres and social activity centres and sporting groups.

A positive implication for the community would be that more parents are both in the workforce and there will be less need for financial support.

Good responses examined all three areas but lacked in-depth discussion. Examples were given to illustrate some of the points that were provided. Usually implications for the child were well discussed. Detail relating to implications of parenting styles and community and services were sometimes limited.

Average candidates briefly mentioned each of the three areas in the question, with implications for the child tending to be answered in more detail. Candidates often listed what was available in the community but failed to discuss the implications fully.

Poor candidates tended not to understand the word 'implications' and therefore the information tended to be irrelevant. Many discussed the reasons for the establishment of the single-child family. This was not required by the question.

Work Roles and Workplace Environments

Question 14

Discuss how recent changes in the workplace environment have impacted on the relationships between employer organisations and trade unions.

The majority of candidates who attempted this question answered it poorly. The intention of this question was to assess the candidate's ability to identify recent changes in the workplace and explain how these changes have impacted on relationships between employer organisations and trade unions.

Better responses clearly identified the recent changes.

Some changes that have occurred in the workforce include an increase in permanent part-time work, increase in employees working from home (contract work and casual work), women in higher workforce positions, younger people staying on longer at school before entering the workforce, employees becoming multiskilled, decline in workforce participation for 55-64 year old group, shorter working hours and an increase of married women in the workforce.

Better candidates were then able to explain the role of trade unions and employer organisations and link the changes in the workplace to the relationship between trade unions and employer organisations.

Employer organisations aim to improve employee conditions in the industry and to improve relationships between employers and employees.

Trade unions aim to improve working conditions such as maternity and paternity leave, long service leave, sick leave, unfair dismissal, minimum wage and working conditions.

Good responses were able to identify changes in the workplace. However, they did not give in-depth discussions on the role of trade unions and employer organisations and how these have impacted on relationships and employee working conditions.

Flexible working conditions are now given in many workplaces allowing employees to work longer hours each day in lieu of a day off once per month, therefore allowing the family to spend quality time together.

In average responses, candidates did not identify the many changes that have taken place and did not explain the role of trade unions and employer organisations. They were very limited in their discussion on how these changes have impacted on the roles of each of the above.

In the poor responses, candidates were unable to identify the many changes that have taken place and did not explain the role of trade unions and employer organisations. The only changes that were identified were shorter hours, leave conditions and flexible working conditions.

Question 15

(a) *Identify historical and cultural changes that have occurred in the workplace this century.*

(b) *Discuss legislative and industrial practices that have been implemented in response to these changes.*

This question focused on the many historical and cultural changes that have taken place in the workplace in the twentieth century. It required candidates to discuss legislative and industrial practices that have been formulated in a direct response to these changes. Only a few

candidates attempted this question. Candidates failed to distinguish between cultural and historical changes in Part (a).

Excellent responses identified the many changes that have occurred and explained how these changes have influenced the workplace.

Women's liberation this century has resulted in a significant increase in women in the workforce. Part time work has also increased with 42.9% of women employed in part-time positions so they can juggle family and work responsibilities.

An increase in technology in the workforce has led to an increase in work productivity and deskilling in many industries such as the manufacturing and secondary industries.

Other changes identified included an increase in flexible hours, job sharing, working from home, childcare facilities that are affordable in most areas of employment, change in the traditional roles of males and females, and schemes to improve worker skills, for example work for the dole scheme.

Better candidates were then able to explain in detail the legislative and industrial practices that have evolved due to changes in the workplace.

The Anti-Discrimination Act was introduced so that employers could not discriminate against any individual on the basis of gender, race, marital status, disability, political or religious beliefs. This Act helps women to reenter the workforce after having a family.

Safer working environments have also occurred due to the implementation of the Occupational Health and Safety Act. This Act has reduced the level of accidents and work related health problems. Examples include such things as non-slip floors, wearing of protective clothing such as goggles and hard covered /non-slip footwear.

Other Acts that were explained and linked to changes in the workforce included Equal Employment Opportunity, Affirmative Action, Worker's Compensation, Enterprise Bargaining and Childcare Rebate.

Average responses discussed the changes that have occurred in the workplace but did not link them to specific cultural and historical changes that are taking place in society. Although various industrial and legislative practices were described, candidates failed to explain what these were in response to.

Poor candidates discussed in general terms the changes in the workplace and identified Acts that are now part of the workplace legislation. However these candidates did not elaborate on the specific purpose of these Acts.

3 Unit (Additional)

Families and the Law

Question 1

Assess how workplace laws and regulations impact on family well-being.

This question focused on the syllabus outcomes to ‘describe the relationship between the implementation of laws and individual /family well-being’ and to ‘evaluate the role of legal systems in supporting the well-being of individuals and groups.’

Excellent candidates were able to correctly identify 4 or 5 workplace laws/regulations related to family well-being. Appropriate laws included - the Industrial Relations Act 1991 (NSW) in relation to maternity and paternity leave, the Superannuation Guarantee Charge Act 1992 (Cth), Occupational Health and Safety Act 1983 (NSW), Equal Employment Opportunity Act 1987 (Cth), Affirmative Action Act 1986 (Cth). Candidates stated the name or title and date of the appropriate legislation. They supported this with a concise explanation of the legislation and an overview of the intention and purpose of the legislation. They were also able to evaluate the laws by indicating the impact of the legislation on well-being, often assessing the impact as either positive or negative or both and relating the impact to emotional, intellectual, social and physical well-being.

Maternity leave entitles a female worker to 12 months off work to be the primary caretaker of her child. This law has a positive impact on family well-being as it gives the mother time to bond with the child, developing their emotional well-being. A secure stable environment is created. She is less stressed knowing she can return to paid employment and therefore meet the physical needs of housing and healthcare. Her emotional needs are also met in that she knows her career can continue, therefore her self-esteem is maintained.

Above average candidates generally focused on the concepts required in the question, 3 - 4 laws/regulations were discussed accurately. However, they tended not to address the impact of the legislation in sufficient detail. There was also often an imbalance between the explanation of the Act and the impact on well-being.

Emotionally and intellectually the family well-being is affected because the family knows that they have money available to support themselves when work (paid work) ceases, ensuring they have a happy and healthy lifestyle while on leave.

Average candidates addressed only 2-3 laws/regulations accurately and the discussion was limited in its content. The impact upon family well-being was often too general and included little reference to specific examples of types of well-being.

Laws are also present regarding workers compensation. If an employee harms him/herself at work and is not responsible for the accident, then the employee can claim on worker's compensation and receive benefits such as money.

Below average candidates displayed a limited interpretation of the question. The responses were limited, and often gave a general discussion about the workplace and well-being, sometimes mentioning 1 or 2 specific laws.

Workplace laws and regulations provide rules as well as privileges. These privileges benefit the worker as their rights are satisfied.

[Information that was irrelevant to the question may also have been included.]

The Family Law Act (1975) is related to family well-being and the workplace.

Question 2

Evaluate the laws concerning the formation of families as they relate to each of the following:

- *gender*
- *age*
- *culture.*

For this question excellent candidates were able to identify the parts of relevant laws that focused on gender, age and culture. These candidates mostly discussed the Marriage Act 1961 (Cth) and the Adoption of Children Act 1965 (NSW). In some cases candidates made reference to the De Facto Relationships Act 1984 (NSW), indicating that it recognised the rights of same sex couples only upon dissolution, unlike the Marriage Act that does not recognise the formation of this type of family.

It has only been recently that homosexuals have the same property rights as de facto couples when dissolving a family..... When forming a homosexual family, there is little support from the law - no legal meaning to this type of family.

These candidates were also able to evaluate laws pertaining to culture.

Aboriginal traditional marriages are an example of how laws affect the formation of families due to culture. The Australian Law Reform Commission estimates that 90% of these marriages do not meet the 1961 Marriage Act requirements. Australia has made provisions so that traditional marriages are given legal recognition for the purposes of adoption..... and are classed as de facto.

Above average candidates were able to discuss a number of relevant acts and regulations but did not include sufficient specific detail. The candidates tended to give appropriate examples in only two or three areas.

Under the Adoption Act 1965, a male must be at least 18 years older than the child being adopted and a female must be at least 16 years older than the child.

Average candidates discussed and related the two factors of gender and age to laws, but had difficulty addressing the third factor of culture. These candidates' answers tended to lack depth and clarity.

For a couple to marry they need to be of a certain gender one partner is to be male and the other female. For a couple of both the same sex ... the law in Australia states that the couple can't marry.

Average candidates sometimes included irrelevant and inaccurate information on marriage on the formation of families.

Below average candidates' interpretation of the question was narrow. They often referred to dissolution of marriage rather than the formation and/or they tended to make generalisations of everyday life and failed to address the question.

Laws concerning culture in the formation of families allow parents and people of different cultures to practice their beliefs and rituals and allow them a wide variety of cultural facilities.

Unsatisfactory responses generally focused on the needs of families rather than addressing the question. These also included substantial errors of fact indicating a lack of knowledge and understanding of the question.

Leadership and Group Dynamics

Question 3

An effective group leader must be able to manage change.

Assess the strategies a leader may implement to meet the needs of individuals experiencing change within the workforce.

This question required candidates to identify and assess the strategies a leader may implement to meet the needs of individuals experiencing workplace change.

Excellent candidates clearly identified and explained the qualities and characteristics of an effective leader.

A leader has the quality to communicate with others and listen to others and to be organised so they should be able to help an individual to handle change.

These candidates identified and explained examples of change in the workplace. Types of changes included: change in work patterns from full-time employment to part-time employment; undertaking leave such as maternity and paternity leave; and the impact of the introduction of technology.

Excellent candidates suggested appropriate strategies, often incorporating the various leadership styles and suggested when each was an appropriate strategy for a leader to employ. Strategies a leader could utilise included: giving the individual updated education and training where appropriate and collaborative decision-making techniques. There may be a change in the leadership style that a leader may embark on for:

.....implementing effective communication and negotiation skills.

.....employing conflict resolution skills and problem solving techniques.

Other strategies suggested were appraisal systems and rewards, and team-building activities and days.

Excellent candidates gave examples of workplace change and indicated how the strategies employed would suit the example given. Examples given included: technological change; retrenchment or unemployment; role change; promotion or demotion; change in working patterns (full-time to part-time); and impact of government policies and legislation.

As technology increases so does the workload that each individual employee is expected to carry out. With this workload there is inevitably more tension and stress.

A leader could help them to understand their new roles by explaining each new job like writing down information or codes or facts that they need to know and learn.

Above average candidates were able to give a clear description of an effective leader but were not able to fully identify or discuss examples of change in the workplace.

A leader must possess many leadership qualities such as good communication skills, listening skills, be assertive, know how to motivate other team members and an effective leader must also be able to manage change.

These candidates were able to identify and describe some relevant strategies with some appropriate examples.

People need to feel secure within their jobs and various leadership styles can ensure this. A good leader will value an individual's opinion and feelings and recognise the need for interaction.

Leaders can use strategies such as praise and recognition of individuals competence and experience..... change can then be experienced in a more harmonious and gradual state.

Above average candidates were able to identify the inclusion of the management process when coping with change.

When undergoing change, the leader must analyse the situation, develop new strategies, implement the change, modify and monitor the situation and evaluate the situation.

Average responses concentrated on a definition of an effective leader and on strategies a leader could use to develop group harmony. Average candidates generally focused on only one aspect of the question. This was either 'change in the workplace' or 'strategies a leader should adopt'. They failed to demonstrate and explain the relationship between the two. Some of the candidates spent a lot of time explaining the styles of leadership rather than explaining particular situations involving change where each would be appropriate. This often led to irrelevant or incorrect information being included.

In times when the workplace is experiencing low productivity and the needs are being met, then the autocratic style maybe implemented to motivate the group.

In average responses, candidates often provided accurate points but failed to discuss these points in detail. Too often generalisations were made.

These support services could be counselling, survey analysis and training and educating.

In below average responses, candidates did not address the key concepts of the question. Candidates listed information they had studied on styles of leadership and combined this with a summary of the decision-making or management process. Candidates did not discuss examples of workplace change and often the examples given were not relevant to work but rather to family change.

Strategies to be used include the management process and the decision-making process.

Question 4

Decision-making is influenced by the dynamics of a group.

Critically discuss this statement with reference to a group(s) you have studied.

This question required candidates to critically discuss how the dynamics of a group impact on decision making. Excellent candidates were able to identify factors such as size, composition, purpose, goals and values that affect group dynamics and then to discuss which decision-making styles were best suited to the group and the decisions the group has to make. The groups included work, family, peer and sporting groups.

Group dynamics is the study of size, structure, styles of leadership, norms, sanctions, status and roles in a group, as well as the relationships between individuals in a group.

The dynamic of the size of a particular group can influence the decision-making of the group. For example if the group consists of any three people then making a decision as to which movie to see would be much easier than say taking an after school care group of over 20 children, because the smaller group could reach a mutually desirable decision through a popularity vote or through negotiation.

These candidates also explained how group and individual needs were satisfied by appropriate decision-making styles. Above average candidates tended to concentrate on family and work groups. They also focused on leadership styles and how particular styles influence the way decisions are made. They had a clear understanding of group dynamics and provided a sound definition and an indication of processes that occur within groups.

The dynamics of the styles of leadership leading a particular group can also influence decisions made. For example in a family group situation if the mother was the leader and portrayed the styles of an autocratic leader, then decisions would be made regardless of what other individuals in the family want.

Above average candidates were able to compare decision-making styles used by two different groups according to the decision that had to be made, the size of the group, the goals of the group as well as the ages of the group members. These candidates were able to give relevant examples of decisions and were able to assess the outcome according to the decision-making style chosen.

Assumed roles are the more traditional roles which consist of employer/employee (in the workplace), and mother / or mother/ father (in the family). These assumed roles influence the decisions that are made.

Average responses tended to concentrate on explanations of leadership styles rather than on the other factors that influence group dynamics such as size, purpose and composition.

Democratic, collaborative and laissez-faire are more suitable for smaller groups and would not be very effective for McDonalds. The authoritarian style is effective in getting the task achieved but employees suffer.

In average responses, candidates did not focus specifically on the requirement of the question and wrote what they knew about leadership and group dynamics in general.

This is why group dynamics influences the decision-making style, because for different size groups, different decision making styles apply. While the authoritarian style of decision-making is effective in getting the task achieved, the employees suffer. The group members or employees may become hostile to the leader as they may feel they do not have a say and may feel as though they are being undermined.

Below average responses did not include examples of groups and showed very limited understanding of group dynamics. They failed to demonstrate how the makeup of the group affected the decisions made. A number of these candidates simply explained the decision-making process.

Decision-making is influenced by the way different groups or styles make their decisions in order to satisfactorily achieve their goal.

Unsatisfactory responses tended to concentrate solely on a family or work group. They only included one or two points relating to factors influencing group dynamics and chose irrelevant examples of decisions such groups would make.

The parenting style of parents will often determine when or even if the child or children will be involved in decision-making.

Management Strategies for Specific Needs

Question 5

Critically discuss the responsibilities of governments, communities, families and individuals for meeting the needs of the homeless or people in poverty.

Candidates were required to identify all the needs including physical, social, emotional, intellectual and spiritual and the responsibilities of the government, communities, families and individuals in meeting these needs. Candidates needed to distinguish between the homeless and people in poverty and show an understanding of their situation. A critical discussion was required in this question. However, very few candidates did this.

Excellent responses covered all the needs and explained a range of services provided by the government, community, family and individuals that meet these needs. Responses were logically set out, displaying a depth of understanding and incorporated a critical discussion.

Example of discussion of government responsibilities:

The government's main responsibility for meeting the needs of the homeless or people in poverty was to meet their physical needs. They have done this through government policies to protect the homeless including anti-discrimination, anti-harassment and penalties for violence. But these often do not go far enough or are not policed adequately as many homeless are victims of assault and abuse. Governments also provide policies that should ensure an income for these people to satisfy their own needs. This includes unemployment benefit, youth allowance, single parent income, family etc. But many homeless people have difficulty accessing these benefits as they have no address, which often makes them ineligible. The government also offers low cost housing in some areas but this too is difficult to access as there are long waiting lists and not enough houses.

Examples of responses about community responsibilities:

Communities also have many responsibilities in meeting the needs of homeless people. Some communities are more willing to be involved than others. For example in small rural communities, homeless people are often catered for more quickly than their city counterparts.

Needs are often met by people within the community providing shelter for the homeless. Churches often open their doors to the homeless and people in poverty. They provide a place for refuge and often provide hot meals and friendship that help boost self esteem.

Communities who are active often lobby to the government for community resources. This allows them to stand up for what they believe in. For example lobbying to gain improved refuges that can assist homeless families in meeting their needs.

Examples of discussions about family responsibilities:

One of the most supportive networks for this group may be the extended family, which often provides meals, small amounts of cash, free childcare, support, advice and sometimes even their own home to help support this group.

Families may have difficulty in taking responsibility for homeless family members. This may be because the homeless person no longer wants contact with the family and purposely makes it difficult for them to be located. In these cases families are unable to fill their responsibilities.

In some cases families are unable to meet the needs of those in poverty as they are often in the same situation.

Examples of responses about individual responsibilities:

Individuals have responsibilities for meeting the needs of the homeless or people in poverty. If the individual is a homeless person or in poverty themselves there are things that they can do to help meet their own basic needs. To meet physical needs they should use a resource such as the Department of Housing of refuges to help with housing, and use the health care that the government has made available. The person should keep in touch with what is happening in society e.g. read newspapers and they should try to learn new skills. To help meet financial needs they should use the resources that the Government has made available and they should try to increase their skills, confidence and try to gain employment. If an individual is not suffering through being homeless or in poverty they can try to keep those who are, by supporting charities, doing volunteer work like the soup kitchen, or donating money.

Good responses generally covered most needs. However, there was more emphasis placed on the physical, social and emotional needs with general rather than specific discussion. Services provided by government, communities, families and individuals were identified but not clearly links to the needs being met. Some candidates did not demonstrate an understanding of the position in which the homeless and people in poverty find themselves.

It is the individual's responsibility to access their networks and make use of the resources available, in an effort to escape the homeless cycle.

The government has responsibility in meeting the social, emotional and intellectual needs and does this through legal aid, counselling and educational facilities such as TAFE.

In poorer responses, candidates addressed only one need, usually physical, and tended to focus their discussion on one area of responsibility. Discussion was very general and a number of candidates focused on unemployment rather than poverty or homelessness.

Question 6

Assess management strategies that dual-career families can utilise to enhance goal achievement.

Candidates were required to show an understanding of the structure and lifestyle of a dual-career family and apply appropriate management strategies to resolve the problem given in the question.

Excellent responses displayed logical sequencing of the stated goal, a range of management strategies to achieve this and an evaluative statement that assessed the effectiveness of the strategy at achieving the goal. These candidates outlined clearly what management strategies are, what a dual-career family is and how goal achievement is linked to the balance between work and the enhancement of family well-being.

Dual-career families will have to manage their time outside the workplace. Both parents must allow for quality time with their children so it doesn't affect the children socially. If both parents are working, the simple task of buying groceries may be difficult. By using management strategies like making telephone orders, using the Internet and have groceries delivered at home, it will enhance the dual-career family's goal achievement of saving time.

Dual-career families need to balance community with work to ensure a feeling of community and self worth within the community. The adults in the dual-career family may consider how they can allocate time or resources to the community. If their jobs are suitable they may like to give talks to youth within the community, coach sporting teams or be on school committees.

Goal: to have all the home duties completed to the standards of the individuals concerned e.g. lawns mowed, clothes washed and cleaning done so well-being is not affected. Management strategy: due to the juggle between work and home commitments some parents engage in resource substitution using one resource in place of another e.g. money can be used to pay a gardener or cleaner to do their related tasks. By using this method the task still gets done and the goal is achieved.

Key management concepts such as needs, wants and resources were recognised and explained.

If management strategies are considered wisely then goal achievement will be enhanced. This is especially relevant for dual-career families as they must manage their resources effectively to reach their goals.

In average responses, candidates discussed appropriate management strategies for dual-career families but tended to have a needs focus rather than a clear discussion of how the strategies enhanced goal achievement.

By planning ahead and by purchasing easy-to-cook meals, e.g. microwave dinners, a busy dual career family can meet the family's health and nutritional needs.

Poor responses were often repetitive, featuring definitions and generalisations related to some aspects of the question. It was apparent that some candidates who answered this option had only limited understanding of the requirements of the syllabus.

Socialisation of Children

Question 7

Evaluate management strategies that may be implemented by support networks when dealing with child abuse and neglect.

In excellent responses, candidates clearly identified support networks with reference to both child abuse and neglect. These candidates evaluated the management strategies relating to the support networks and expressed their ideas in a logical manner.

Child abuse refers to non-accidental harm inflicted upon a child. This includes: physical abuse eg. burning, hitting; emotional abuse eg. attacks at a child's self esteem through lack of affection and put downs; and sexual abuse eg. exposing a child to inappropriate sexual comments, penetration and fondling.

Child neglect occurs when the parent or child giver deliberately fails to meet the child's developmental needs of physical care (eg. food, health care, clothing and shelter). It may be hindered by family problems (eg. unemployment) but adults can always access support agencies to prevent it.

If a school teacher found out or suspected a child was being abused or neglected then they have a duty to report it to the authorities; DOCS (Department of Community Services) deals with these issues. They can offer mediation in a problem, redress the issues or remove the child or perpetrator from the family home. DOCS are particularly important in evaluating the situation and offering management strategies such as seeking counseling, training for parents and legal advice. Many children do not receive this help as DOCS staff are overworked and do not have time to deal with every case.

By attending sessions with councillors the child can begin to see that the current situation is not their fault, which in turn may increase the individual's self-esteem. The parent/ adult in this case can receive help and learn why they perform abuse or neglect and how they can prevent it from happening again.

In average responses, candidates identified some management strategies but discussed these only in a general way. Candidates did not distinguish between child abuse and neglect, did not provide sufficient detail and they failed to evaluate the management strategies.

The school is a support network for children and may be able to assist children suffering from neglect. If a candidate comes up and tells them that someone is being abused or they notice strange behaviour like withdrawal in the classroom, they have a legal responsibility to report it to their principal. This is a positive aspect of the management strategy of the Department of Education as it ensures that all children that attend school are looked after.

Community health workers such as counsellors or community nurses etc are able to recommend help or counseling etc for parents who are suffering tension or postnatal depression etc. If children are suffering neglect or abuse due to parent's problem, community health workers can organize alternate care of the child.

Poorer candidates failed to differentiate between child abuse and neglect, and described support networks rather than evaluating their management strategies. They tended to include inaccurate or irrelevant information and failed to follow the direction of the question.

Support networks like family health clinics and DOCS can help with child abuse and neglect. Also extended family and community organisations like the Smith family, St Vincent de Paul and the Salvation Army can offer counselling.

Question 8

A goal of children's services is to ensure that socialisation of children in their care happens in a harmonious environment.

With reference to children's services you have studied appraise the procedures used to achieve their goal.

Candidates were expected to have a sound knowledge of a variety of children's services and then to evaluate each service with reference to how the service achieves the goal of socialising children in their care, within a harmonious environment.

Excellent responses demonstrated extensive understanding of how children's services provide a harmonious environment to support socialisation. They were able to give examples of many children's services and present their discussion within an organised and logical structure.

Family Day Care creates a harmonious environment through the meeting of the developmental needs of the child - adequate nourishment, love, support, patience, a range of play activities, necessary discipline and encouragement. With home based care, a harmonious environment is created as there is more individual, or 'one to one' interaction with the child, as well as a constant, secure, home-like environment and surrounding. The socialisation of the children in Family Day Care developed through constant interaction and a regular and secure surrounding where constant enforcement of manners and behaviour are procedures that are used to achieve the goal of a harmonious environment. Other procedures include a regular change in play activities to maintain interest, and sustain a peaceful and secure environment.

Candidates in this range were able to appraise the procedures used by children's services.

Playgroup is occasionally the first experience of socialisation a child experiences. As both parents and the children become a part of the playgroup, the tension felt by children if they were perhaps left alone, is not felt as the reassurance of a familiar face is there with them. The idea of individuality and tolerance is established through playgroup and further adds to socialisation occurring in a harmonious environment. Playgroup does not discriminate against its members. Hence, children are subjected to a wide variety of cultures, races and traditions. This can be seen to enhance a child morally as well as educationally through the socialisation with children that are unlike each other.

Their need for guidance must complement and be in harmony between home and school as well. If a school has one moral code of discipline and the home another, the development of a child's need of guidance will not be fulfilled. School provides discipline without abusing and neglecting children. If this is contradicted at home, the child has double standards of discipline. Socialisation cannot take place properly as the child has confused morals on how to behave.

Average responses outlined a number of children's services, however they tended to discuss their characteristics rather than how a harmonious environment is created and how it supports the socialisation process. The information tended to be less specific and lacked detail.

Division of children into appropriate age or ability groups for group times so that peer interaction is promoted and children have the opportunity to make friends in their peer group.

Disciplinary procedures to ensure children's behaviour remains within the clear guidelines and boundaries (also a harmony-producing procedure) set.

The promotion of adequate communication skills is followed so that feelings, needs and wants are expressed, and openness is experienced where misunderstandings and confusion is limited and harmony achieved.

An good environment is created by the carer where children feel loved. They also have a sense of belonging. Signs of affection such as smiles, cuddles and soft, warm and encouraging voice tones for the majority of the time will help to create a sense of harmony in a childcare environment.

All these procedures also apply to children's services such as playgroups, sporting music and other community groups as a well as schools.

Poorer responses tended to give an outline of the children's services and a brief discussion of socialisation. Candidates in this range failed to link the provision of a harmonious environment and how it supports socialisation.

Work and Politics

Question 9

Appraise how current government legislation and economic policies have impacted on the nature of work and the workplace.

Candidates were required to discuss a number of current legislations and policies and make an assessment of their impact on the workplace. Better responses listed and discussed a number of the legislations and policies and assessed their impact.

An example of relevant legislation and an assessment of its impact:

The World Trade Organisation agreement will impact greatly on the nature of the workplace. The agreement is to reduce all trade barriers (such as tariffs) by the year 2010. This will dramatically impact on our textiles, footwear and clothing industries and will encourage our service industries, therefore drastically changing the current workplace in the very near future.

Question 10

Evaluate the extent to which the organisation of the labour market is determined by:

- *workplace conventions*
- *EEO*
- *projected change.*

This was not a popular question with candidates. Better candidates were able to discuss how workplace conventions, Equal Employment Opportunity and projected change determine the organisation of the labour market. A good response was able to evaluate the marketplace situation.