



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

## **2010 HSC Community and Family Studies Sample Answers**

This document contains ‘sample answers’, or, in the case of some questions, ‘answers could include’. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students’ knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The ‘sample answers’ or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee’s ‘working document’, they may contain typographical errors, omissions, or only some of the possible correct answers.

## Section I, Part B

### Question 21

*Answers could include:*

	<i>Advantages</i>	<i>Disadvantages</i>
Print includes books/texts, journals, magazines, newspapers, etc	<ul style="list-style-type: none"> <li>• Wide range of resources available on a range of subjects and styles</li> <li>• If a book/text or journal, the author may be an expert on the topic</li> <li>• Newspapers, magazines, journals may be reporting on current and contemporary information on the topic</li> </ul>	<ul style="list-style-type: none"> <li>• If a magazine, book, journal or newspaper, the information may not be accurate</li> <li>• Resources might be too general, not specific enough</li> <li>• Not as immediate as using electronic sources so may be more time consuming</li> <li>• Information may be subjective</li> <li>• Information may be out of date</li> <li>• Space required to store and use</li> <li>• May not be original research but reflect other works</li> </ul>
People/Individuals	<ul style="list-style-type: none"> <li>• The person may be easy to access and they may be quite willing to take the time to assist with the research</li> <li>• Able to clarify points through interviewing</li> <li>• The person may be an expert on the topic and be able to provide valid and accurate information</li> <li>• Allows the first-hand data to be collected</li> <li>• Networking possibilities</li> </ul>	<ul style="list-style-type: none"> <li>• The individual may not be willing to assist in the research task</li> <li>• Interviewing can be time consuming</li> <li>• People may not want to complete a survey/questionnaire</li> <li>• People may not provide serious responses to questions asked</li> <li>• May be biased</li> </ul>

**Question 22*****Answers could include:***

Needs in priority order may vary depending on opinion. Candidates need to clearly justify their prioritising of significant needs, which could include the following:

- financial support
- access to services
- housing
- health
- employment
- security and safety
- self-esteem
- sense of identity
- education.

***Sample answer:***

Financial support is the greatest need for the socioeconomically disadvantaged. Without this, all other needs would be difficult to satisfy, in particular the basic needs of food, clothing shelter and health care. Assistance with the purchasing of clothing and costs of school would also assist this group of people.

**Question 23 (a)*****Sample answer:***

Research methodologies could include:

- structured interview
- questionnaire using structured questions.

**Question 23 (b)*****Sample answer:***

Generally, the majority of care is provided by women rather than men. This is because historically women have adopted the role of nurturer/carer, whereas men have been traditionally the wage earners. As well, society has often made it more difficult for men to be primary carers by stereotyping this as a non-masculine role. This has changed in more recent years as changes such as paternity leave have been introduced and traditional stereotypes have broken down.

There are very few primary carers in the 15–24 age group as this is below the average age for having children. As well, many young people are still involved in secondary and tertiary education. Also many in this age group are trying to establish careers.

## Question 24

### *Sample answer/Answers could include:*

#### *Age*

As the age of parent or carer increases so does the chance of them being financially able to support a child.

Older couples are more likely to have established their careers and have more resources available to them and feel secure in their life stage.

Many carers are aged less than 18 years old and are providing support and care to a parent, child or relative. The role can have a positive effect on building relationships and developing skills. It can have a negative effect as they have conflict in meeting their own needs and those they care for.

#### *Education*

Level of education may influence the type of relationship that is developed with dependants. Generally carers with a high level of education tend to research parenting techniques through books, videos and websites. Parents who are highly educated are more likely to have the knowledge and understanding of parenting and caring roles and responsibilities.

Many parenting techniques are being taught through formal networks such as schools and hospitals. This increases the knowledge of the practical and social skills necessary to be an effective parent.

The parent's value of education influences their goals for their children's education. A parent who attended tertiary education is more likely to encourage their children throughout their formal schooling to achieve similar goals.

#### *Media*

The media provides a number of examples of positive parenting eg 'Super Nanny'. This program provides a range of strategies that can be applied to enhance family functioning through interpersonal relationships. A number of magazines exist to specifically assist parents. These magazines provide information on topics such as nutrition, dealing with tantrums, toilet training, adjustment to school, and managing family change. This information will empower the parent and its application will enhance family relationships.

Television, movies and advertising can provide examples of unrealistic parenting situations. This may cause a parent stress or conflict between family members as they are unable to achieve these unrealistic expectations.

#### *Previous experiences/own upbringing*

The first contact that people have with parenting is through their own experiences as a child and observations of other parents. Concepts such as communication methods, discipline, parenting styles and gender role stereotyping have been modelled.

A large number of adults who abuse their children may have been abused or neglected as children. This will not enhance positive family relationships.

## Question 25

*Answers could include:*

<i>Style of parenting</i>	<i>Impact on parent/child relationship</i>
Authoritarian: decisions are made by one or both parents who then instruct other family members	Parents may be dominant in the family. The child may be resentful of the fact that their opinions are not taken into consideration. Discipline may be dealt with quickly rather than having issues requiring discipline discussed and the child developing ownership of behaviour and modifying behaviour. Trust may not be developed between the parent and the child. Decisions are usually made quickly.
Democratic: all members of the family are included in the decision-making process and all children are encouraged to take responsibility for their own behaviour.	A trusting relationship may be developed between family members as members learn to take responsibility for their actions. This is likely to be a loving relationship based on respect of all individuals. All members will feel valued in the family structure. Decisions may take longer as all are included.
Permissive/indulgent: parents do not set rules, but let children do as they please	Parents may believe that they can only have a positive relationship with their child by giving in to what the child desires. Children may expect that their parents give in to their wants. Children do not learn to take responsibility for decision-making. Children may become self-centred, disobedient and rebellious.
Negligent: parents do not ensure that the needs of the child are satisfied.	A child may crave parental attention and love. Parents may fail to show love and concern. The child may not learn to control their behaviour, and may become disobedient or a bully. Children may become more independent and self-sufficient.

**Question 26*****Sample answer:****Youth*

- Society perceives them to be either supported by family or employed, so welfare assistance is limited to family assistance or youth allowance.
- Society believes they are not mature enough to make decisions regarding finance, hence access to loans is disallowed until over 18 years of age.
- Society believes at 14 years youth can take charge of their own health care, hence Medicare access is easily accessed from this age.

**Question 27*****Sample answer:****The aged*

Older people pass on their experiences, culture, values, beliefs and attitudes to younger generations. They provide education and information to families about their history and have the experience in developing and maintaining strong family and community relationships.

Many older people volunteer their services to charity organisations such as Red Cross, and Meals on Wheels.

Many older people help their families with childcare, reducing the strain on childcare services, and provide financial support to their families. They play a significant role in the upbringing of their grandchildren by providing full-time care or babysitting services.

Many aged people are private carers to ill spouses, siblings and friends who require care thereby reducing strain on the medical and hospital system.

**Question 28*****Answers could include:***

Playgroups arrange for a group of parents/carers and their children under 5 years to meet regularly for support, company and the use of play equipment and activities.

Charity groups can assist parents and carers in satisfying the needs of family members eg housing, food and clothing. They can also provide assistance in finding employment or developing the necessary basic skills for employment, allowing the individual to be more economically capable of providing for family needs. Practical assistance can also be offered in areas such as cleaning and cooking. Meals on Wheels provides healthy meals and delivers to people who have an illness, disability or are aged.

Community groups also provide clients with an opportunity for social interaction when services are delivered, which can be valuable for socially isolated individuals.

Community groups offer services in local areas to assist parents and children to meet their needs.

## Section II

### Question 29 (a)

*Answers could include:*

Prevents the aged from being discriminated against in terms of:

- access to services
- employment
- health care
- contracts
- accommodation
- financial services
- disability access eg parking wheel chair access

### Question 29 (b)

*Answers could include:*

*Support for Adults and Families*

Community supports enhance a family's ability to meet their parenting and caring responsibilities. Those services aim to assist families with financial, social and emotional support by enhancing self-esteem, promoting independence and confidence of adults and families through the development of skills and knowledge and increasing their sense of wellbeing.

*Counselling*

Counselling services can be accessed through:

- private providers: psychologists, family therapists
- government agencies: Centrelink, Parenting NSW, hospital/social works
- charity organisations: Salvation Army, St Vincent de Paul
- community groups: Lifeline.

Counselling can be accessed to assist with a variety of situations such as domestic violence, financial difficulties, addictions (drug, alcohol), challenges associated with parenting (eg: parenting teenagers), relationships.

*Health services*

Health services assist families and individuals with medical care (both preventative and treatment), and mental health support. They allow individuals to develop social connections, and trusting relationships with health providers and to develop the necessary skills associated with their parenting and caring responsibilities.

Health services exist in many forms. General practitioners, obstetricians and nurses assist expectant mothers. They provide the expectant mother with information and support.

Early childhood centres and family health nurses provide health and support services for families and their children up to 5 years. This allows families to fulfil their physical functions while providing a social connection.

Karitane and Tresillian assist parents with concerns related to parenting of children up to the age of 5, including sleep, feeding, bonding, pre- and post-natal mood disorders.

#### *Family respite*

Respite services can take the form of short-term and medium-term arrangements. It can be due to emergency circumstances or may be a permanent arrangement. Respite care can be provided either inside the home, including assistance with feeding/bathing of the individual requiring care, or may be provided in a formalised residential care environment, for example a child with disabilities who attends regular care for 2 days each week. An aged person may attend respite for a few hours, and participate in social activities.

Respite allows families to receive support when they need it the most. Carers can take time out to recharge their batteries by using their time for recreation or to complete essential tasks. Parents may use the time to meet the needs of other children, for example attending sports events.

Respite care allows the person receiving care to interact with others, participate in different activities and provides stimulation.

Examples of other supports could include:

- Women's refuges
- Neighbourhood Watch
- Alcoholics Anonymous

#### *The role of the government*

Students may include discussion of relevant legislation and identify specific government departments and support agencies.

Legislation protects family members by making enforceable decisions. Legislation also sends a clear message as to what is not acceptable behaviour such as domestic violence in the community.

Government agencies also provide welfare payments for families, such as unemployment benefits, carers pensions, single parent pensions.

Government support can also include counselling and health services, low cost housing, refuge centres and drug rehabilitation services which all help meet the needs of a family.

**Question 29 (c)*****Answers could include:***

Commonwealth and State legislation covers the protection of children. Child related laws include:

- *Child Support (Assessment) Act 1989 (Cth)*
- *Children and Young Persons (Care and Protection) Act 1998 (NSW)*
- *Minors (Property and Contracts) Act 1970 (NSW)*
- *Family Provision Act 1982 (NSW)*
- *Family Law Reform Act 1995 (Cth)*

This legislation is effective in:

- setting goals for socially acceptable behaviour
- protecting children by promoting a just society
- providing processes to settle disputes peacefully
- providing financial support and care for children in difficult circumstances
- protecting children from violent family situations
- providing families with access to economic and information resources.

Legislation may be ineffective:

- if it is not policed by government agencies and community groups
- if abuses are not reported to government agencies and community groups
- if community groups, individuals and agencies lack awareness of the legislation
- if agencies are not equipped to enact it.

**Question 30 (a)*****Answers could include:***

Reference to:

- geographical issues (eg broadband, internet access)
- costs of technology
- lack of education/training
- age barriers
- disability.

**Question 30 (b)*****Answers could include:***

Reasons for the development of technology could include:

- *Improving upon existing technology*  
For example, product design may be altered to provide for environmental benefit or more versatile use of a product, eg compact disc to MP3.
- *Economic benefits*  
This may relate to quicker methods of production, use of cheaper materials, increased product turnover, new market opportunities and product distribution, eg digital photography.
- *Competition with existing technology*  
An example of this may be to change the features of the product to obtain greater market share, eg mobile phones.
- *Social betterment*  
Examples may include labour-saving devices and improvements to telecommunications technology, eg dishwashing machines.
- *Emergence of a global community*  
Since the 1970s technology has had a major role in eliminating political and trade barriers with regards to distance and language.
- *Response to social problems*  
For example, technology has improved access to medical care, human mobility, and criminal investigative procedures.

**Question 30 (c)*****Answers could include:***

Students need to examine the positive and negative effects technology has had on workplace structure and attitudes towards work.

Increased technology has resulted in changes in the labour force. The technological revolution has resulted in a decline in secondary workers in areas such as construction, mining, metal fitting, office work assistants and an increase in tertiary or service workers.

Technology has led to the creation of an information technology industry that has created improvements to workplace structure in light of efficiency. However job satisfaction may be either enhanced or hindered.

The mechanisation of the workplace has led to:

- flexible work patterns
- increased part-time work, casual and contract work
- telecommuting (assists disabled workers, isolated/rural workers)
- potential for a higher quality of product
- potential for improved productivity through the use of automated machinery
- quicker response as emails can be global instead of waiting on mail/telephone
- less expensive interaction globally (no need to travel)

- teleconferencing, which improves accessibility
- robotics/automation, which has removed menial repetitive tasks
- potential for more profit
- efficiency.

Disadvantages of technology may include:

- greater competition in the workplace
- increased hours in the workplace
- taking work home (laptops, USBs)
- people having difficulties keeping up with constantly changing technology
- loss of employment opportunities for unskilled workers
- no clear delineation between work hours and home, 24 hour availability due to emails, etc
- cost of technical support
- lowered job satisfaction due to deskilling workers
- costs associated with retraining workers
- higher stress levels due to pressure to perform
- lack of motivation of workers
- worker isolation (less face-to-face contact with employees)
- time consuming especially if workers are not skilled in its use
- attitudes towards work.

Students need to draw conclusions on the effects of technology and attitudes towards work such as:

- Some are resistant to change and therefore have negative attitudes towards changing existing structures and learning new skills.
- Some workers welcome change and technology as it improves productivity and efficiency, allows for flexibility and is family friendly.

Note: students need to examine this so they must give both sides of an effect (positive and negative)

### **Question 31 (a)**

***Answers could include:***

Individuals may choose certain work in the hope that they will help make society a better place, that their work will help in some way. This can be done through either paid or unpaid work.

Examples include:

- volunteer work with charity organisations, homeless shelters, children's sports coaching, life saving
- pro-bono work by lawyers
- involvement in environmental projects
- paid employment in charities, counselling service.

**Question 31 (b)*****Answers could include:***

Social factors leading to changing work patterns:

- education/retraining
- technology: computers, automation/robotics, research and development
- perceptions of gender
- government policy.

Students will need to explore these social factors and relate these to changing work patterns eg full time, part time, casual, permanent, contract, shiftwork, voluntary, self-employment, job share, telecommuting, seasonal work, working from home.

***Education/retraining***

Students (high school, university, TAFE) often combine education with part time or casual work. For example, attending school 9–3:30 but working at McDonalds on an early morning or afternoon/night shift.

A university student can attend university 3 days a week and work a permanent part-time job for the other 2 days, eg studying law and working in a law firm.

***Technology***

Technology improves efficiency and assists individuals in their jobs. Technology has meant that there are fewer unskilled jobs, new jobs have been created, eg computer programmers, and computer animators. Methods of communication have become more diverse and work can be accessed from anywhere.

Telecommuting relies on computer/internet. Files can be transferred, workers can work from home, or can be part of a work group made up of people from around the state, country or a number of countries. Workers can communicate via fax, internet, Skype, etc. Workers may work hours in order to communicate with people working in a number of countries, such as bankers liaising with co-workers in Asia/USA.

Automation has allowed production to be conducted 24/7. This will lead to shift work, for example steel production with a work day being broken into 3 x 8 hour shifts or 2 x 12 hour shifts. Some people may work permanent shifts or be on a rotating roster.

**Question 31 (c)*****Sample answer:***

Workplace support includes flexible work practices, a healthy workplace culture and significant regulation and entitlements. These may bring improved morale, productivity and continuity for the employer.

Flexible work patterns such as part-time work, job sharing and working from home are some patterns that have increased in the past twenty years, especially for women. The benefits of introducing flexible work practices can include reduced employee absenteeism and lateness.

Workplace culture refers to the attitudes and standards of the workplace. A supportive workplace culture impacts positively on the wellbeing of individuals, while a negative culture

can lead to employee dissatisfaction and other problems. For example, employers may provide onsite childcare facilities or sponsor places in local childcare centres to help provide equal access to the workplace for parents.

Employees have various entitlements relating to leave and holidays that employers must provide. For example, workplace law states an employee cannot work more than 38 hours per week, except for reasonable additional hours such as paid overtime. This allows the individual to have a balance between work and family.

The *Equal Opportunity for Women in the Workplace Act 1999*(Cth) requires businesses with 100 or more employees to establish a program that removes barriers to women entering and progressing.

Affirmative action involves specific proactive strategies that provide special help for groups who have been disadvantaged in the past. These types of strategies give the groups skills and confidence that allow them to have equal access.

An enterprise agreement is an agreement between employees and the employer of a workplace about the conditions of work. It establishes the rights and obligations of employers and employees engaged in particular types of work in a particular business.

Enterprise agreements can help to better manage their multiple roles by allowing them to negotiate the working conditions that suit them best.