



Community and Family Studies

Stage 6

Resource list

Stage 6 Community and Family Studies Preliminary Course Resources

Many teachers of Community and Family Studies have had difficulty locating resources for some sections of the syllabus. To overcome this difficulty we have suggested resources to support the teaching of the Preliminary Course.

8.1 Core: Resource Management

Students learn about:	Suggested Resources
<p>Basic concepts of resource management</p> <p><i>wellbeing</i></p> <ul style="list-style-type: none"> • physical • socioeconomic • spiritual • economic • political <p><i>needs and wants</i></p> <ul style="list-style-type: none"> • difference between needs and wants • Classifications of needs <ul style="list-style-type: none"> -primary, secondary -physical, social, emotional, cultural, spiritual -Maslow's hierarchy • satisfying needs and wants <p><i>resources</i></p> <ul style="list-style-type: none"> • classification of resources <ul style="list-style-type: none"> -economic and non-economic -human and non-human -formal and informal • nature of resources <ul style="list-style-type: none"> -finite and infinite -renewable and non-renewable • influences on availability of and access to resources <ul style="list-style-type: none"> -age -disability -education -ethnicity/culture -gender -geographic location -socioeconomic status • interchangeability and sustainability of resources <p><i>values and standards</i></p> <ul style="list-style-type: none"> • interrelationship of values and standards • personal nature of values 	<p>Aspin (2) pp. 94-95, Table 7.4) Doherty et al, pp. 19-20</p> <p>Aspin (1) pp. 10-14 Aspin (2) pp. 87-91 Turnbull et al, pp. 2-3, 174-176 Land & Buttner, pp.12-13</p> <p>Aspin (1) pp. 43-49 Aspin (2) pp. 17-26 Turnbull et al, pp. 2-3, 174-176 Carey et al, (1) pp.184-186</p> <p>Turnbull et al, pp. 68-70 Carey et al, (1) pp. 193-194</p> <p>Aspin (2) pp. 26-27 Doherty et al, p. 31</p> <p>Aspin (1) pp. 31-33, 40-41 Aspin (2) pp. 31-61 Turnbull et al, pp. 7-9 Dixon & Bouma pp. 141-147</p>

Students learn about:	Suggested Resources
<ul style="list-style-type: none"> • potential for conflicting values <p><i>goals</i></p> <ul style="list-style-type: none"> • classification of goals <ul style="list-style-type: none"> -short term, intermediate, long term -individual and group -community and global <p>communication</p> <p><i>types of communication</i></p> <ul style="list-style-type: none"> • verbal and non-verbal • assertive, aggressive, passive <p><i>achieving effective communication</i></p> <ul style="list-style-type: none"> • characteristics of effective communication • characterisations of ineffective communication • barriers to communication • managing barriers to communication <p><i>communication in relationships</i></p> <ul style="list-style-type: none"> • levels of communication • disclosure, trust and bonding • interpersonal communication • building and maintaining relationships through communication <p><i>interviews as a research method</i></p> <ul style="list-style-type: none"> • structured and unstructured • advantages and disadvantages • construction, conducting, recording responses • presenting results <p>decision-making</p> <p><i>as a process</i></p> <ul style="list-style-type: none"> • stages/steps <ul style="list-style-type: none"> -analysing the problem -investigating the alternatives and their consequences -choosing and implementing an alternative -evaluating the outcome • simple and complex problems <p><i>decision-making styles</i></p> <ul style="list-style-type: none"> • impulsive • intuitive • hesitant • confident 	<p>Aspin (1) pp. 20-23, 27-29 Aspin (2) pp. 37, 46-49 Doherty et al, pp. 10-12, 116-117 (management workshop 6.1) Turnbull et. al, pp. 3-4</p> <p>Aspin (1) p. 82</p> <p>Aspin (2) pp. 137-140</p> <p>Turnbull et al, pp. 169-173 Dixon & Bouma p. 212 (experiment) Aspin (1) pp. 87-90</p> <p>Aspin (2) pp. 323-324 Grivas et al, pp. 232-233 Riddell & Wright (2) p.174 Video:Preparing and conducting an interview</p> <p>Dixon & Renowden, p. 24, 29, 37 Doherty et al, pp. 15-16 Turnbull et al, p. 11 Carey et al, (1) pp. 199-200</p> <p>Doherty et al, pp. 17, 62-63 Turnbull et al, p. 12</p>

Students learn about:	Suggested Resources
<ul style="list-style-type: none"> • rational <p><i>factors influencing decision-making</i></p> <ul style="list-style-type: none"> • access to resources • complexity of the problem • past experiences and personal values • attitudes to change <p><i>responsibility for decisions</i></p> <ul style="list-style-type: none"> • individual • group • community <p>management processes</p> <p><i>management models</i></p> <ul style="list-style-type: none"> • planning, organising, implementing and evaluating • plan, do, check, act • total quality management <p><i>applying management skills in different contexts</i></p> <ul style="list-style-type: none"> • individual • peers • family • school • work • community 	<p>Aspin (2) pp. 182-183 Turnbull et al, pp. 61-63, 174</p> <p>Aspin (1) pp. 6-7 Aspin (2) p. 10 Doherty et al, pp. 8-9 Turnbull et al, pp. 14-17, 206 Stewart et al, pp. 188-189, 386-387</p> <p>Aspin (2) pp. 5-7 (Table 1.1), 12 (Table 2.1)</p>

**Preliminary Community and family Studies Course
8.2 Core: Individuals and Groups**

Students learn about:	Suggested resources
<p>the individual</p> <p><i>factors that contribute to an individual's development</i></p> <ul style="list-style-type: none"> • self-esteem • self-confidence • peer acceptance • satisfaction of needs • heredity • sociocultural influences • group belonging • environment <p>group formation</p> <p><i>reasons for group formation</i></p> <ul style="list-style-type: none"> • locality/geography • gender • shared interest/common goal • security • sexuality • specific need • social interaction • culture • other <p><i>types of groups</i></p> <ul style="list-style-type: none"> • primary and secondary • temporary and permanent • formal and informal <p>roles, relationships and tasks within groups</p> <ul style="list-style-type: none"> • characteristics of group members <ul style="list-style-type: none"> -task orientated, eg expert, brainstormer -socioemotional, eg peacemaker, encourager, advocate, mediator -destructive, eg victim, distractor • recognition of individual input to group effectiveness • norms, conformity and cohesiveness within and among groups <p><i>leadership</i></p> <ul style="list-style-type: none"> • assumed and negotiated • leadership styles 	<p>Aspin (2) pp. 112-119, 131-133 Turnbull et al, pp. 209-210 Doherty et al, pp. 23-24 Riddell & Wright (1) pp. 95-102 (figure 6.1) 105-107 Grivas et. al, pp. 24,34-39,51-52 (work requirement) Video: The Self Sex and Gender</p> <p>Aspin (1) p. 97 Grivas et al, pp. 241-243 Hardie et al, pp. 23-25 Eunson (1)</p> <p>Aspin (1) p. 98-99 Grivas et al, pp. 236-240 Hardie et al, pp. 26-27</p> <p>Eunson (1)</p> <p>Aspin (1) pp. 94-95 Aspin (2) p. 154 Grivas et al, pp. 301-302</p> <p>Aspin (2) pp. 159-161 Grivas et al, pp. 263-268 Hardie et. al, pp. 28-29</p>

Students learn about:	Suggested resources
<ul style="list-style-type: none"> -task orientated v people oriented -autocratic -collaborative/shared -laissez faire -transformational -cultural • influences on leadership styles <ul style="list-style-type: none"> -nature of the group -type of task -nature of the decisions -gender expectations -experience of the leader -culture • effectiveness and flexibility of leadership • leadership and management roles <ul style="list-style-type: none"> -similarities and differences -interdependence of management and leadership <p>group dynamics <i>patterns with groups</i></p> <ul style="list-style-type: none"> • communication networks <ul style="list-style-type: none"> -wheel -chain -circle -channel -organisational grapevine • power within groups <ul style="list-style-type: none"> -power bases, eg legitimate, reward, coercive, referent, expert -relationship to roles -use of power, eg individual, groups, self empowerment -impacts of power, eg positive, negative • group decision making processes <p><i>observation as a research method</i></p> <ul style="list-style-type: none"> • sociometric models, eg network analysis • advantages and disadvantages • reporting and observation <p>managing conflict <i>examining conflict</i></p> <ul style="list-style-type: none"> • causes <ul style="list-style-type: none"> -incompatible goals -individual differences/personality -limited resources -ineffective communication -varying values 	<p>Eunson (1) pp. 50-60</p> <p>Aspin (2) p. 80</p> <p>Doherty et al, pp. 192-198 (Table 9.1, Management workshop 9.1) Turnbull et al, p. 205</p> <p>Turnbull et al, pp. 203-204 Aspin (2) pp. 141-142 (figure 9.9)</p> <p>Doherty et al, pp. 29, 207-208 Grivas et al, pp. 260-261 (table 13.2) Eunson (1)</p> <p>Eunson (2) pp. 2-7, 17-19 Eunson (1) pp. 61-91, 96-115 Aspin (2) pp. 79-80 Turnbull et al, p.202</p> <p>Grivas et al, p. 244 (box 12.3, Activity 12.5), 293 Clarke & Gillet pp. 17-21 Riddell & Wright p. 177 Aspin (2) pp. 318-321</p> <p>Video: Family Conflict Conflict Resolution</p>

Students learn about:	Suggested resources
<p>-multiple role expectations -mapping conflict to determine the real issue and remove distracters</p> <ul style="list-style-type: none"> • forces <ul style="list-style-type: none"> -constructive -disruptive -destructive • results of avoiding conflict <p><i>resolution and management of conflict</i></p> <ul style="list-style-type: none"> • process <ul style="list-style-type: none"> -negotiation, mediation, agreement, resolution • outcomes of each strategy <ul style="list-style-type: none"> -win-win -win-lose • approaches <ul style="list-style-type: none"> -assertive -cooperative -passive -aggressive <p><i>case study as a research method</i></p> <ul style="list-style-type: none"> • description of process • advantages and disadvantages <p><i>role of stress management in conflict resolution</i></p> <ul style="list-style-type: none"> • sources of stress for young people • strategies for managing stress <p>individual and group wellbeing</p> <ul style="list-style-type: none"> • measures <ul style="list-style-type: none"> -satisfaction of needs -comfort in environment -effective communication -autonomy • interrelationship between individual and group wellbeing 	<p>Aspin (1) pp. 101-103 Aspin (2) pp. 164-167 (table 10.4)</p> <p>Doherty et al, pp. 107-109 (management workshop 5.2) Turnbull et al, p. 202 Burns, pp. 96-121</p> <p>Riddell & Wright (2) p.179</p> <p>Riddell & Wright (2) pp. 76-80 Turnbull et al, pp. 52-53, 210 Video: Sorting out the Stress Mess</p> <p>Stewart et al, pp.138-141</p> <p>Aspin (2) pp. 178-179 Doherty et al, pp. 20-22 Turnbull et al, pp. 78-80</p>

**Preliminary Community and Family Studies Course
8.3 Core: Families and Communities**

Students learn about	Suggested resources
<p>Lifespan development</p> <p><i>stages of the lifespan</i></p> <ul style="list-style-type: none"> • pregnancy • infancy 	<p>Aspin (2) pp. 105-112 Doherty et al, pp. 22-23 Carey et al(1) pp. 2-5</p>

Students learn about	Suggested resources
<ul style="list-style-type: none"> • childhood • adolescence • young adulthood • middle adulthood • the aged <p><i>child development</i></p> <ul style="list-style-type: none"> • physical • intellectual/cognitive • social • emotional • cultural • spiritual • differences in children development <p>socialisation of children</p> <ul style="list-style-type: none"> • definition • primary and secondary • perceptions of femininity and masculinity <p><i>theorists related to the socialisation of children</i></p> <ul style="list-style-type: none"> • Bronfenbrenner • Erikson • Green, Christopher • Balson • Piaget <p>(Note: The list of theorists is a guide only. They may be substituted with others relevant to this area.)</p>	<p>Hutchinson & Oliver pp. 20-22, 34-37, 112-129, 141-148</p> <p>Grivas et al, pp. 15-21 (work requirement, Ch 4-6)</p> <p>Minett & Gunstone pp. 65, 108-114, 124-130, 140-143</p> <p>Riddell Ch 6</p> <p>Reynolds (1) Ch. 9, Ch. 11</p> <p>Carey et al, (2) pp. 259-270 (Case Study)</p> <p>Land & Buttner, pp. 44-65</p> <p>Reynolds (1) pp. 244-247</p> <p>Reynolds (2) pp. 44-45</p> <p>Hutchinson & Oliver, pp. 30-32</p> <p>Riddell, Ch. 16</p> <p>Video- Talking Gender</p> <p>Carey et al (1) pp.162-164</p> <p>Land & Buttner, Ch. 4</p> <p>Grivas et al, pp. 66-80 (Piaget)</p> <p>Ch 8 (Erikson) pp. 81-87 (Kohlberg)</p> <p>Turner & Helms pp. 25-29 (Piaget)</p> <p>pp. 33-35 (Erikson), pp. 42-44 (Bandura) pp. 38-42 (Skinner)</p> <p>Riddell & Wright (2) pp. 180-185 (Doherty et al, p. 39 (mini research project)</p> <p>Land & Buttner pp. 91-94 (Erikson)</p>

family structures and functions

family

- defining family in terms of structure or function
- Australian census definition

family structures

- adoptive
- blended
- childless
- communal
- de facto
- extended
- foster
- nuclear
- same sex couples
- sole parent

research skills

- collecting, interpreting and presenting quantitative data

family functions

- physical
- economic
- emotional
- social
- cultural
- moral, spiritual, religious
- adaptive

change in families

models

- family life circle
 - beginning
 - expanding
 - contracting
- Family Adaptation and Adjustment Response (FAAR)

nature of change

- internal and external
- planned and unplanned
- temporary and permanent
- impact on traditional roles

change in communities

Carey et al (1) pp.135-136

Aspin (2) pp. 235-236

Riddell, pp. 184-186

Dunshea pp. 2-13

Video: Introducing the Australian Family

Website at <http://www.aifs.org.au>

Aspin (2) pp. 236-238

Stewart et al, pp. 42-48

Turnbull et al, pp. 161-162, 177-178

Carey et al (1) pp.145-154 (Media reviews)

Land Buttner, pp.120-125

CD ROM Family figures database

Aspin (2) pp. 327-332

Doherty et al, pp. 36-37

Grivas et al, pp. 22 (work requirement)

Stewart et al, pp. 17-18 (figure 2.1)

Website at <http://www.abs.gov.au>

Aspin (2) pp. 240-242

Stewart et al, pp. 49-52

Turnbull et al, pp. 162-163

Video: Resources for Families

Carey et al (1) pp.157-160

Publication: Curriculum Corporation

Aspin (2) pp. 119-123

Turnbull et. al, pp. 164-165 (figure 7.5)

Riddell, Ch. 15

Support Document, pp. 22-25

Aspin (2) pp. 242-252

Stewart et al, pp. 53-65

Turnbull et al, pp. 157-158, 166

Video: The Changing Family

Aspin (2) pp. 172-174

<p><i>communities</i></p> <ul style="list-style-type: none"> • definitions <p><i>exploring the emergence of communities</i></p> <ul style="list-style-type: none"> • geographic reasons • interest based • other • contribution of different groups to communities, eg family <p><i>levels of community organisation</i></p> <ul style="list-style-type: none"> • local • state • national • global <p><i>decision-making in communities</i></p> <ul style="list-style-type: none"> • processes <ul style="list-style-type: none"> -arbitration -consensus -election/voting - referendum • role of individual, small groups and large groups • influences on decision-making <ul style="list-style-type: none"> -legislative -environmental -lobbying <p><i>changing nature of communities</i></p> <ul style="list-style-type: none"> • causes of change <ul style="list-style-type: none"> -work and employment patterns -trauma/crises -demographics -impacts of change (positive and negative) <p>support networks</p> <ul style="list-style-type: none"> • formal • informal • access to availability for different families <p><i>questionnaire as a research method</i></p> <ul style="list-style-type: none"> • constructing and conducting • advantages and disadvantages 	<p>Doherty et al, pp. 141-144 Hardie et al, pp. 102-109 Turnbull et al, p. 57</p> <p>Aspin (1) pp. 74-76 Aspin (2) pp. 182-183 Doherty et al, p. 214-216 (mini research project), 227-237 Turnbull et al, pp. 61-63 Website at http://www.aec.gov.au</p> <p>Hardie et al, pp. 109-110</p> <p>Aspin (2) pp. 175-177 Doherty et al, pp. 177-182 (Management workshop 8.2) Turnbull et al, pp. 77, 159-160, 65-67 Website at http://www.facs.gov.au Carey et al (1) pp.165-166 (Media review) Publication: NSW Int. Year of the Family Secret</p> <p>Riddell & Wright (2) pp. 174-177 Video: Conducting a Survey</p>
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**Stage 6 Community and Family Studies
HSC Course Resources**

9.1 Core: Research Methodology

Students learn about:	Students learn to:
research methodology	
Detail of the requirements of the Independent Research Project can be found in Section 10 on page 53 of the syllabus	Further details are available in the Support Document p.28-29. A copy of IRP requirements should be made available to students.
<p><i>methodologies</i></p> <ul style="list-style-type: none"> • Quantitative and qualitative <p><i>conducting research</i></p> <ul style="list-style-type: none"> • Formulating a research proposal • Research methodology <ul style="list-style-type: none"> - survey, using interview (structured, unstructured), questionnaire (oral written) - case study - observation - literature review • planning • collecting and recording data • analysing and interpreting data <p><i>presenting data</i></p> <ul style="list-style-type: none"> • graphs, tables, presenting key data • report writing and presentation • bibliography • appendix <p><i>sources of data</i></p> <ul style="list-style-type: none"> • people/individuals • organisations/groups • electronic sources • libraries • print sources 	<p>Aspin (2) pp.317-326 Hayller & Veal, pp.11-14, 16-18, Ch. 4-8 Howe & Lewis pp.12-17, 58-83 Riddell & Wright (1) pp. 262-272 Riddell & Wright (2) pp.174—182 Stewart et al, pp.11-14 Turnbull et al, pp. 21-25, 27-29, 327-332 Clarke & Gillet pp. 17-26 Carey et al (1), pp.275-279 Video: Doing Great Research, Researching the Topic</p> <p>Aspin (2) pp. 326-332 Hayller & Veal, Ch. 9 Carey et al (1) pp. 280-285</p> <p>Video: Sources of Information</p>

<p><i>research terminology</i></p> <ul style="list-style-type: none"> • bias • hypothesis/question • reliability • sampling • validity <p><i>ethics in research</i></p> <ul style="list-style-type: none"> • privacy • respect for subjects of research • integrity of researcher • integrity of data • HSC regulations 	<p>Clarke & Gillet pp.16-17 Kelleher pp. 8-11 Riddell & Wright (1) p. 272 Turnbull et al, p. 29</p> <p>Aspin (2) p. 326 Hallyer & Veal p. 15-16 Kelleher pp. 11-14 Turnbull et al, pp. 26 Clarke & Gillet pp. 34-35 (Activity 2.11)</p>
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HSC Course
9.2 Core: Groups in Context

Students learn about:	Students learn to:
<p>identifying groups with specific needs</p>	<p>Aspin (3) and the websites tend to cover all aspects required for the study of particular groups, thus they are listed only once, at the beginning of the module</p>
<p>Teacher note: In this section students are required to gain a general understanding of the characteristics and needs of members of each of the groups. Detailed study of three groups is outlined in the next section of this module.</p>	
<p><i>groups</i></p> <ul style="list-style-type: none"> • aged • chronically ill • cultural groups, eg Aboriginal and Torres Strait Islander • families in crisis • disabled • gay and lesbian • rural families • sole parents • socioeconomically disadvantaged • the homeless • youth <p>identifying the needs of specific groups in the community</p> <p><i>needs</i></p> <ul style="list-style-type: none"> – access to services – education – employment – financial support – health – housing – security and safety – self-esteem – sense of identify 	<p>Land & Buttne, pp. 126-137 (cultural groups, disabled)</p> <p>Aspin (1) pp. 77-78 (aged), pp.104-105 (sole parent)</p> <p>Aspin (3) Ch. 4 (youth), Ch. 5 (sole parent)</p> <p>Ch. 7 (socioeconomically disadvantaged), Ch. 8 (aged)</p> <p>Carey et al (2) pp. 289-296 (youth), pp. 306-318 (aged)</p> <p>Publication</p> <ul style="list-style-type: none"> • HR & EOC (1) (cultural groups) • HR & EOC (2) (cultural groups) <p>Websites:</p> <p>http://www.housing.nsw.gov.au</p> <p>http://www.health.gov.au</p> <p>http://www.facs.gov.au</p> <p>http://www.centrelink.gov.au</p> <p>http://www.dss.gov.au</p> <p>http://www.nsw.gov.au</p> <p>http://www.hrec.gov.au</p> <p>http://www.mission.com.au</p> <p>Video: Urban Aboriginal Lives, Hollywood Hotel (economically disadvantaged)</p> <p>More than skin deep (cultural groups)</p> <p>Making it possible (disabled)</p>

<p><i>factors affecting access to resources</i></p> <ul style="list-style-type: none"> - age - disability - education - ethnicity/culture - gender - location - socioeconomic status 	<p>Doherty et al, pp. 173-182 (Management Workshop 8.2) Turnbull et al, pp. 68-70 Riddell & Wright (1) p. 2 Aspin (2) pp. 187-200 Aspin (3) pp. 339-355 Turnbull et al, pp. 81-83 Video & Indigenous Organisations today CD ROM: Indigenous Australian Publication: HREOC (3) (gay and lesbian)</p>
<p>Researching community groups</p>	
<p>Teacher note: In this section students are required to conduct a detailed investigation of three community groups. The areas of study are a guide and may not be equally relevant to each groups. The areas of study are a guide and may not be equally relevant to each group identified. For example, issues such as conflict between group and community interests may not be applicable to particular groups but this should emerge as a finding of student inquiry.</p>	
<p><i>areas of study</i></p> <ul style="list-style-type: none"> • legal and social definition of specific groups • identifying characteristics • specific needs • government policies and regulations • community responsibility • rights of the group • access to resources • societal attitudes towards the group • issues of concern for the group • conflict between group and community interests • power within the group and the community • positive contributions the group makes to the community • extent to which community service groups assist in meeting the needs of specific groups 	<p>Aspin (2) pp. 187-200 Aspin (3) pp. 339-355 Turnbull et al, pp. 81-83 Video & Indigenous Organisations Today CD ROM: Indigenous Australian Publication: HREOC (3) (gay and lesbian)</p>

HSC Course
9.3 Core: Parenting and Caring

Students learn about:	Students learn to:
<p>becoming parents and carers <i>biological parents</i></p> <ul style="list-style-type: none"> • Pregnancy <ul style="list-style-type: none"> - Planned - Unplanned • IVF and GIFT <p><i>social parents</i></p> <ul style="list-style-type: none"> • Adoption • Fostering • Step-parenting • Surrogacy <p><i>carer relationships</i></p> <ul style="list-style-type: none"> • Voluntary • Paid <p>managing parenting and caring responsibilities <i>preparations for becoming a parent or carer</i></p> <ul style="list-style-type: none"> • physical – prenatal considerations for parent and child health • social changes parents and carers may have to make • emotional preparations for the new relationships • economic <p><i>factors influencing resource management in the caring relationship</i></p> <ul style="list-style-type: none"> • dependents affected by the caring relationship <ul style="list-style-type: none"> - age - skills - capabilities - special needs 	<p>Stewart et al, pp. 310-312 Turnbull et al, pp. 270-272</p> <p>Stewart et al, pp. 313-316 Turnbull et al, pp. 272-276 Hutchinson & Oliver, p. 6</p> <p>Website at http://www.carersnsw.asn.au</p> <p>Stewart et al, pp. 307-31-, 312 (Management Workshop 12.1) pp. 339-341 Turnbull et al, pp. 290-291 Baldwin et al, pp. 13-19, 25-28 Minett & Gunstone pp. 8-10 Riddell pp. 58-60 Video: Look Who's Balking</p> <p>Aspin (1) pp. 114-117 Stewart et al, pp. 342-345 Turnbull et al, pp. 291-295 Minett & Gunstone, pp. 253-258</p>

<ul style="list-style-type: none"> • resources <ul style="list-style-type: none"> - time - energy - finances - housing • access to services 	
<p>parenting and caring relationships</p> <p><i>roles in parenting and caring</i></p> <ul style="list-style-type: none"> • individuals and groups who adopt roles • parents/including foster, adoptive and non-custodial <ul style="list-style-type: none"> - grandparents - relatives, including siblings - teachers - paid carers - significant others, eg doctors, social workers, neighbours, friends • role expectations of parents and carers <p><i>factors influencing parenting and caring relationships</i></p>	
<p>Teacher note: The styles of parenting listed are a guide only. They may be substituted with others relevant to this area or studied in conjunction with others. The focus should be on the outcomes of selected styles for parenting and caring relationships, not on the styles themselves.</p>	
<ul style="list-style-type: none"> • age • culture and religion • education • gender • previous experiences/own upbringing • socioeconomic status • media • nature of relationship • style of parenting <ul style="list-style-type: none"> - authoritarian 	<p>Stewart et al, pp.317-321, 337-339 Turnbull et al, pp. 277-281, 288-289 Larsen et al, pp. 78-81 Video: Gender, Early Morality and the Self</p>

<ul style="list-style-type: none"> - democratic - permissive/indulgent - negligent • special needs <ul style="list-style-type: none"> - illness - disability 	
<ul style="list-style-type: none"> • multiple role expectations as a result of commitments to: <ul style="list-style-type: none"> - family - work - sport/leisure - other <p><i>rights and responsibilities in parenting and caring</i></p> <ul style="list-style-type: none"> • rights <ul style="list-style-type: none"> - parents and carers - children - other persons in care • responsibilities <ul style="list-style-type: none"> - parents and carers (duty of care, setting limits, discipline) - children (towards parents and other family members) • sources of conflict between parents and children, carers and cared for <p>support for parents and carers</p>	<p>Aspin (2) pp.233-234 (Case study 12.1) Larsen et al, pp.60-62 (Case study) Article: Arndt Document: AIFS Website at http://www.aifs.org.au</p> <p>Stewart et al, pp. 336-337 Turnbull et al pp. 286-287, 295-296 Larsen et al, pp. 70-75 Hutchinson & Oliver, pp. 23-26, 46-47 Minett & Gunstone pp.134-137 Carey et al (1) pp. 117-120, 160-161 (Figure 7.1), 173-177 Land Buttner, pp.43 Video: The Parent's Licence <ul style="list-style-type: none"> - Waiting out the Storm (Investigating Family Conflict) - Parenting Spender, pp. 18-20, 29-30</p>
<p>Teacher note: Students need a general understanding of each support group, agency or service available for parents and carers. They are then required to investigate one service in detail.</p>	<p>Stewart et al, pp. 347 Turnbull et al, pp. 297-299 Larsen et al, pp. 85-86 Minett & Gunstone pp. 274-279 Dunshea, pp. 34-35 Website at http://dss.gov.au</p>
<ul style="list-style-type: none"> • health services • welfare agencies • parenting groups • community groups 	

<ul style="list-style-type: none">• government agencies• childcare services• carers' support group	
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HSC Course

9.4 Option: Family and Social Interactions

Students learn about:	Students learn to:
<p>supporting and protecting individuals and families <i>role of legislation</i></p> <ul style="list-style-type: none"> • to set guidelines for socially acceptable behaviour • to provide processes to settle disputes peacefully • to provide mechanisms to enable change to legislation in order to address social attitudes • to protect members of society • to promote a just society 	<p>Anzarut & Carew pp. 1-7 Brogan et al, pp. 4-6</p> <p>Websites http://www.lawsocnsw.asn.au http://www.fl.asn.au http://www.law.gov.au</p>
<p>Teacher note: It is not necessary to cover every law. Address laws from the perspective of how they assist and support the rights of individuals or groups as community members and associated responsibilities. Check any changes to legislation and address these appropriately. Community support networks and services should be dealt with in a similar way.</p>	
<p>protecting children <i>the government's role</i></p> <ul style="list-style-type: none"> • legislation <ul style="list-style-type: none"> - Child Support (Assessment) Act, 1989 (Cth) - Children (Care and Protection) Act, 1987 (NSW) - Minors (Property and Contracts) Act, 1970((NSW) - Family Provision Act, 1982 (NSW) • agencies that implement these laws <p><i>the communities' role in providing for the wellbeing of children</i></p> <ul style="list-style-type: none"> • children's services • schools • leisure activities • refuges • support groups, eg safe houses, 	<p>Land & Buttner, Ch. 6 Anzant & Carew, pp.p153-164 Brogan et al, pp.p239-243 Spender, Ch.2, pp. 26-29 Women's Legal Resources Centre, pp. 29-30</p> <p>Fitzgerald & Golding, pp. 22-23</p>

<p>assisting young people to become young adults</p> <ul style="list-style-type: none"> • the government's role in regulating rights <ul style="list-style-type: none"> - licencing drivers - school attendance - access to tobacco and alcohol - gambling regulations - right to vote - legal age for sexual relationships and marriage - gaining other entitlements, et passport - protecting children in the workplace • adolescent responsibilities in assuming these rights <p><i>the community's contribution</i></p> <ul style="list-style-type: none"> • health care access • leisure and recreation • support groups, eg youth councils, Police Citizens Youth Club <p>being a responsible adult family member</p> <p><i>government's role in supporting adults and families</i></p> <ul style="list-style-type: none"> • commonwealth legislation <ul style="list-style-type: none"> - Family Law Act, 1975 (Cth) - Family Law Reform Act, 1995 (Cth) - Marriage Act, 1961 (Cth) • state legislation <ul style="list-style-type: none"> - Adoption of Children Act, 1965 - Artificial Conception Act, 1984 (NSW) 	<p>Fitzgerald & Golding, pp. 8-9, 24-26 Spender, pp. 34-40, Ch. 6 Women's Legal Resources Centre pp. 24-26, 115</p> <p>Aspin (2) pp. 217-218 (Activity 12.7)</p> <p>Bartley, Ch.14-15 Dunshea., pp. 56-57 Anzant & Carew, pp. 144-152 Brogan, et al, Ch.14, pp. 233-239, 229-232, Ch.17 Women's Legal Resources Centre pp. 31-33, 9-15, 56-63, 76-78, 80, 84-85</p>

<ul style="list-style-type: none"> - Crimes (Domestic Violence) Amendment Act, 1982 (NSW) - De facto Relationship Act, 1984 (NSW) • government departments and support agencies: Commonwealth, State and other <p><i>community support for adults and families</i></p> <ul style="list-style-type: none"> • counselling for individuals and families • health services • women's refuges • support groups, eg. Neighbourhood Watch, Alcoholics Anonymous, family respite <p>acknowledging and supporting the aged</p> <p><i>government entitlements and support</i></p> <ul style="list-style-type: none"> • legislation <ul style="list-style-type: none"> - Aged Care Act 1997 (Cth) - Anti-Discrimination Act, 1997 (Cth) • entitlements <ul style="list-style-type: none"> - aged pension - health care assistance - travel and other concessions, eg - seniors card - rebates - superannuation provisions - retiring age recognition • government departments and support agencies that provide support: Commonwealth, State and others • <p><i>community support for the aged</i></p> <ul style="list-style-type: none"> • access to health care • housing alternatives 	<p>Website http://www.dss.gov.au http://www.facs.gov.au</p> <ul style="list-style-type: none"> • investigate a community support group that enhances a family's ability to function <p>Aspin (3) pp. 255-259 Womanise Legal Resources Centre, pp.113-115, 136-140</p> <p>Website: http://www.dss.gov.au http://www.carersnsw.asn.au http://www.health.gov.au</p>
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<ul style="list-style-type: none">- retirement village- nursing homes- hostels- remaining in own home with support, eg Home Care, Meals on Wheels• support groups, eg. Senior Citizens and other clubs, mentoring programs	Aspin (3) pp. 259-269
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HSC Course
9.5 Option: Social Impact of Technology

Students learn about:	Students learn to:
defining technology	
<p>Teacher note: The section that details defining technology should be dealt with in broad terms only. The intent is for students to gain an understanding of technological advancements prior to considering the impact of these on individuals, families and communities.</p>	
<p><i>definitions</i></p> <ul style="list-style-type: none"> • UNESCO, 1985 • Technology as applied practical knowledge • Technology as hardware, eg appliances, gadgets, toys • Technology as organisation of knowledge, eg communications, media, internet, home entertainment others <p><i>historical perspectives</i></p> <ul style="list-style-type: none"> • Brief overview of the Industrial Revolution leading towards technological development <p>reasons for the development of technology</p> <ul style="list-style-type: none"> • improve upon existing technology • economic benefit • competition with existing technology • social betterment • emergence of a global community • response to social problems, eg health • others 	<p>Aspin (1)p.8 Stewart et al pp. 162-165 Bame and Cummings, pp. 1-9, 22-23 Bridgman, pp. 6-7 Heiner & Hendrix, pp. 9-23</p>

<p>technology and wellbeing</p> <ul style="list-style-type: none"> • technical wellbeing, eg ability to control the environment • practical wellbeing, eg understanding and communicating in the world we know – emancipatory wellbeing, eg ability to participate effectively in a variety of situations 	<p>Bame & Cummings, pp. 9-21, 328-346 Bridgman, pp. 60-61 Heiner & Hendrix, pp. 206-215</p>
<p><i>factors affecting access to and acceptance of technology</i></p> <ul style="list-style-type: none"> • age • culture • education • economic • geographical • gender • others <p>the impact of technology on lifestyle</p> <p><i>the technologies and the family</i></p> <ul style="list-style-type: none"> – reproductive technology – genetic engineering – household technologies – computer and communications technologies <p><i>technologies and communities</i></p> <ul style="list-style-type: none"> • building technologies • communications • consumer services • entertainment • finance • food • health and medicine • knowledge • leisure • transport/travel 	<p>Aspin (2)pp. 246-247 Doherty et al,pp. 76-77 Stewart et al pp. 371 (Management Workshop 13.2) Turnbull et al pp. 307-308 Dunshea pp. 54-55 Website at http://www.sivf.com.au – http://www.ivf.com Carey et al (1)pp. 240-244 Carey et al (2)pp.129-131 (Media Review) Riddell and Wright (2) pp. 244-248 Articles: Casimir; Hansell Field & Wilson,pp. 20-35 Stevens et al.(1)pp. 121-125 Stevens et al.(2)pp. 174-185</p>

<p><i>technologies and work</i></p> <ul style="list-style-type: none"> • job definition • structure of the workplace • job satisfaction • efficiency • employment and unemployment • training and unemployment • training and education • introduction of technology into the workplace 	<p>Caven, et al, pp. 289-302 Aspin (2) pp. 272-273 Gonzalvez pp. 44-45 Pook Stewart et al, pp. 367-369, 165(Management Workshop 7.2) Turnbull et al pp. 198-199 Video: Technology and the Workplace of the Future</p>
<p>issues related to technological development</p> <ul style="list-style-type: none"> • ethical, eg human reproduction • equity, eg access to information • censorship • electronic media • privacy • computer crime <p>a technology case study</p> <ul style="list-style-type: none"> • conduct a case study of a selected piece of technology 	<p>Lavery, Ch. 5 Dawson, Parts 4-5 Anzant & Carew, pp.252-255 Cudmore, Ch. 2,4,5,6</p> <p>Amato, Parts 1-4 Bridgman, any part</p>

HSC Course
9.6 Option: Individuals and Work

Students learn about:	Students learn to:
<p>the nature of the work</p> <ul style="list-style-type: none"> • definitions of work <ul style="list-style-type: none"> - historical - contemporary • paid and unpaid work • value and status of work <p><i>individual and group needs met through work</i></p> <ul style="list-style-type: none"> • self-esteem • financial • social • education • status • lifestyle • career • social conscience • cultural <p>changing work patterns</p>	<p>Caren et al, pp.61-70, 136-145, 31-39 Aspin (2) pp. 260-265 Gonzalez pp. 2-13 Stewart et al, pp.120-121, 132-135 Turnbull et al, pp. 181-183, 302-303 Pook, pp. 2-11, 100-110</p> <p>Aspin (2) pp. 277 Stewart et al, pp. 131-137 Turnbull et al, pp. 209-210</p>
<p>Teacher note: When examining patterns of work, students are required to consider the implications of each for meeting individual and family needs.</p>	
<p><i>patterns of work</i></p> <ul style="list-style-type: none"> • full-time • part-time • casual • permanent • contract • shiftwork • voluntary • self-employment • job share • telecommuting • seasonal • working from home 	<p>Aspin (2) pp. 263-264, 266-270 Stewart et al, pp. 156-160 Turnbull et al, pp. 195 Website: http://www.abs.gov.au</p>

social factors leading to changing work patterns

- education/retraining
- technology
 - computers
 - automation/robotics
 - research and development
- employment/unemployment
- perceptions of gender
- family circumstances including structural change
- government policy
- economics

managing workplace and family role

role expectations as a family member

- changing circumstances for parents
 - number of children (age differences, multiple births, sex)
 - children starting school
 - parents changing employment
- negotiating and sharing roles within families
- managing resources to meet multiple role expectations
 - time, eg delegation, division of labour
 - technology, eg labour saving devices, fast food
 - support networks (formal, informal)

Caven et al, pp. 289-302
Aspin (2) pp. 271-273
Gonzalvez, pp. 16-19, 44-45
Stewart et al, pp. 155-156, 162-168
(Management Workshop 7.2), 358-371
Turnbull et al, pp. 198-200, 304-311
Pook, pp. 155-162
Article: Halliday

Aspin (3) pp. 181-192
Stewart et al, pp.123-128
(Management Workshop 6)
Video: Men at home
Video: Working Parents

<p><i>workplace supports for individuals as family members</i></p> <ul style="list-style-type: none"> • flexible work patterns and practices • workplace culture, including provision of childcare • regulations and entitlements <p>– carers', maternity, paternity, long service, sick and annual leave</p> <p>– Equal Employment Opportunity and Affirmative Action</p> <p>– Enterprise Agreements</p>	<p>Aspin (2) pp.278-280, 283 Gonzalvez pp. 28-31 Website at http://www.dir.nsw.gov.au Publications: Women's Equity Bureau (1) Women's Equity Bureau (2) Article: Adamson</p>
<p>recognising individuals in their workplace</p>	
<p>Teachers note: Students are not required to gain a detailed understanding of the content of awards and policies. It is intended that they understand the role of such structures in supporting individuals in their workplace.</p>	
<p><i>rights and responsibilities in the workplace</i></p> <ul style="list-style-type: none"> • Employees • Employers <p><i>supportive workplace structures</i></p> <ul style="list-style-type: none"> • safe work environment <ul style="list-style-type: none"> - Occupational Health and Safety • work conditions <ul style="list-style-type: none"> - awards - anti-discrimination - grievance procedures • trade unions and employer organisations • workers compensation/ WorkCover 	<p>Aspin (2) pp. 283-284 Gonzalvez pp. 32-35, 54-57 Stewart et al pp.382-386, 388-390 Turnbull et al pp. 210-211, 312-314 Pook, pp. 131-155 Video: A Two Way Street Website: http://www.dir.nsw.gov.au</p>

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