



Community and Family Studies

Stage 6

Support Document

1999

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1 Introduction

This document is designed to assist teachers as they plan for the implementation of the *Community and Family Studies Stage 6 Syllabus* for Year 11 in 2000 and first examination in 2001.

The support document does not attempt to cover all syllabus areas of study. Its purpose is to clarify the requirements of the syllabus and illustrate these through:

- a number of scope and sequence models
- two sample units of work and assessment tasks including marking guides.

Finally, explanatory notes are provided in some areas. These are not intended to be comprehensive statements, but rather, to assist teachers in their initial understanding of these matters.

2 The Ecological Framework

An ecological model influences the organisation of the content of *Community and Family Studies Stage 6 Syllabus*. The model is most easily represented as a series of concentric circles surrounding the individual that represent the interactions between individual, family, community and society. As a result, the Preliminary course focuses on individuals and families and the HSC course builds upon this basis by examining how the wellbeing of individuals, families and communities is affected by broader societal issues including sociocultural, economic and political factors.

An ecological model allows attention to be given to the importance of values and decision-making as they influence the selection and use of resources as a means towards the attainment of goals and satisfaction of needs. Therefore the Preliminary course module *Resource Management* provides a foundation for the study of all other syllabus areas.

3 Turning the Syllabus Into a Teaching Program

3.1 Examine the Scope of the Modules

The Preliminary course (120 hours)

Module	Indicative Time
Resource Management	20%
Individuals and Groups	40%
Families and Communities	40%

The HSC course (120 hours)

Module	Indicative Time
Research Methodology	25%
Groups in Context	25%
Parenting and Caring	25%
Family and Societal Interactions or Social Impact of Technology or Individuals and Work	25%

An examination of the school calendar will reveal the number of days or lessons available over each year. After allowing for miscellaneous loss of lesson time the number of weeks required for each module can be determined.

3.2 Examine the Sequence of the Modules

Teachers should examine the module focus to determine the order of study. Some areas of each course are sequential and developmental, and should therefore be taught in the order in which they appear in the syllabus. For example, in the Preliminary course it would be logical to study *basic concepts of resource management* before investigating *management processes*. Equally, it would be appropriate to learn about *roles, relationships and tasks within groups* before undertaking a detailed study of *leadership*. The sequence of many other areas of study can be altered to suit individual needs.

Understanding of research methodology is central to students' understanding of primary data sources relevant across the course. The Independent Research Project is a requirement of the HSC module *Research Methodology* and contributes to the internal HSC assessment mark. Some schools may choose to teach about research methodology and have students complete their project simultaneously, in a discrete module. Others may choose to integrate the content of this module across other HSC modules, allocating time throughout the year. This latter approach would allow students to learn about some aspects of research methodology before beginning their projects.

3.3 Designing a Scope and Sequence

Once teachers have made decisions about how their program will be organised, their plans should be transferred onto a scope and sequence overview. Two different models for developing a scope and sequence chart are shown below.

Example 1: Teaching the modules independently

hours	10	20	30	40	50	60	70	80	90	100	110	120
PRELIMINARY	<i>Introductory Research Activities</i>											
	<i>Resource Management</i>		<i>Individuals and Groups</i>				<i>Families and Communities</i>					
hours	10	20	30	40	50	60	70	80	90	100	110	120
HSC	Core: Research Methodology and the IRP		Core: Groups in Context				Core: Parenting and Caring			Option: Family and Societal Interactions OR <i>Social Impact of Technology</i> OR <i>Individuals and Work</i>		

This basic model follows the organisation of the modules as per the syllabus. The order of the modules in each course can be altered to suit the needs of each school and the availability of resources. In the HSC course, this model shows that the Research Methodology module and Independent Research Project are taught within a discrete unit and will therefore be completed by the end of the first 30 hours of the HSC course.

Example 2: Integrating Research Methodology and the IRP across the HSC modules

hours	10	20	30	40	50	60	70	80	90	100	110	120
PRELIMINARY	<i>Introductory Research Activities</i>											
	<i>Resource Management</i>		<i>Individuals and Groups</i>				<i>Families and Communities</i>					
hours	10	20	30	40	50	60	70	80	90	100	110	120
HSC	Core: Research Methodology		Core: Groups in Context				Core: Parenting and Caring			Option: Family and Societal Interaction OR <i>Social Impact of Technology</i> OR <i>Individuals and Work</i>		
	Conducting the Independent Research Project											

This second model retains the organisation of the Preliminary course shown in example 1. In the HSC course however, study begins with some aspects of the *Research Methodology* module. The Independent Research Project is then conducted in parallel with the other two core modules. Note that:

- this model allows students to learn sufficient research methodology to commence their projects and further develop their knowledge and understanding as their projects develop
- the Independent Research Project contributes to the internal assessment, which is submitted to the Board of Studies and should therefore be completed by the time indicated by the Board of Studies annually
- the order of the modules in each course can be altered to suit the needs of each school and the availability of resources.

3.4 Programming the Modules

Having developed a scope and sequence chart, the next task is to program each of the modules in detail. The structure of the syllabus, that is, *students learn about*, *students learn to*, *teacher notes* and *course outcomes* provide an indication of the appropriate depth of treatment. A guide to the approximate allocation of time for various areas of study is provided on pages 10–12.

Two sample programming pro formas are provided below. They are not prescriptive but do contain essential components of a teaching/learning program including:

- time allocated
- course outcomes
- teaching strategies and learning experiences
- resources
- registration/evaluation.

Programming pro forma A

<p>Module Title:</p> <p>Module Focus:</p> <p>Time Allocated:</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • • • <p>Assessment:</p>	<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: auto; padding: 10px;"> <p><i>This template is a cover page which can be used at the beginning of each module.</i></p> </div>
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Students learn about:	Notes and Directions	Students learn to:	Resources	Registration/Evaluation
	<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: auto; padding: 10px;"> <p><i>This page should be used as many times as necessary to complete the programming of the module.</i></p> </div>			

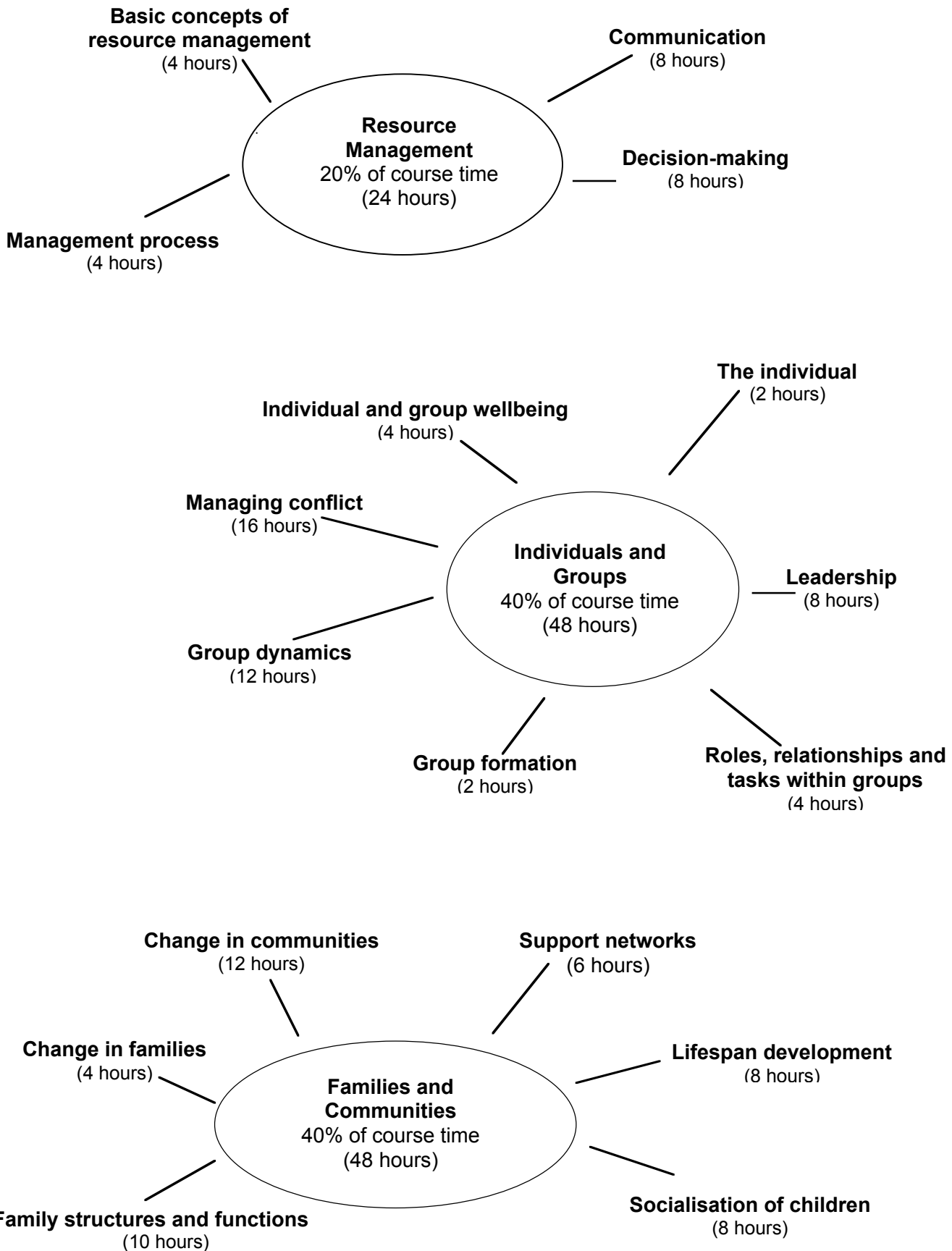
Programming pro forma B

<p>Module Title:</p> <p>Module Focus:</p> <p>Time Allocated:</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • • • <p>References:</p> <ul style="list-style-type: none"> • • • 	<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: auto; padding: 20px;"> <p><i>This page acts as a cover page.</i></p> </div>
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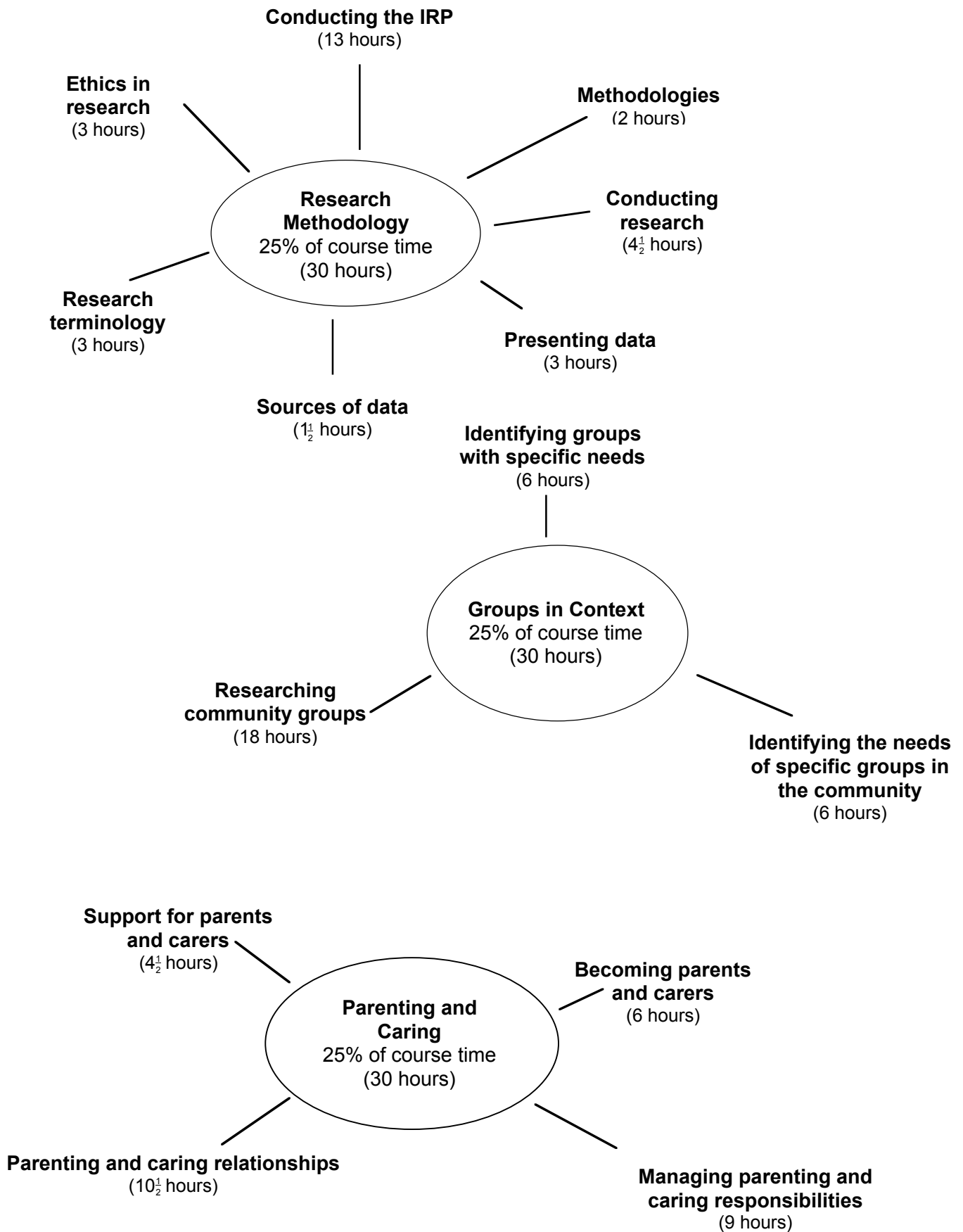
Students learn about:	Students learn to:	Resources and Activities	Assessment	Date Completed
(Outcome/s)		<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: auto; padding: 20px;"> <p><i>Page 2 can be used as many times as needed.</i></p> </div>		
Evaluation:				

3.5 Allocating Time to Components of the Course Modules

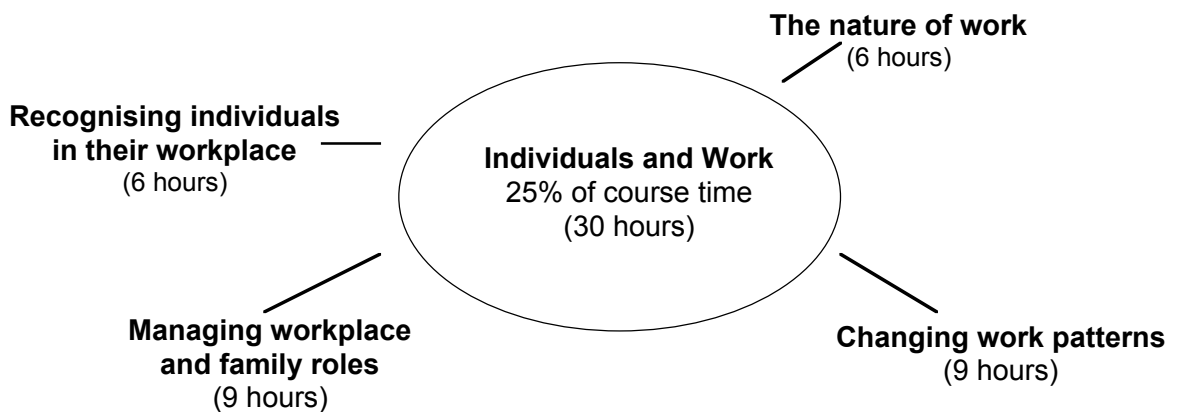
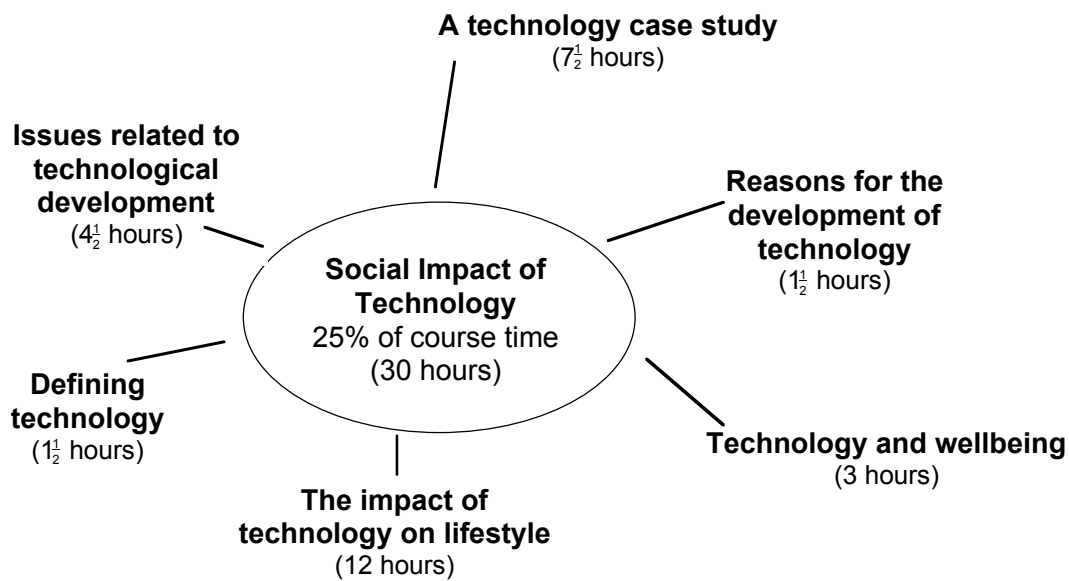
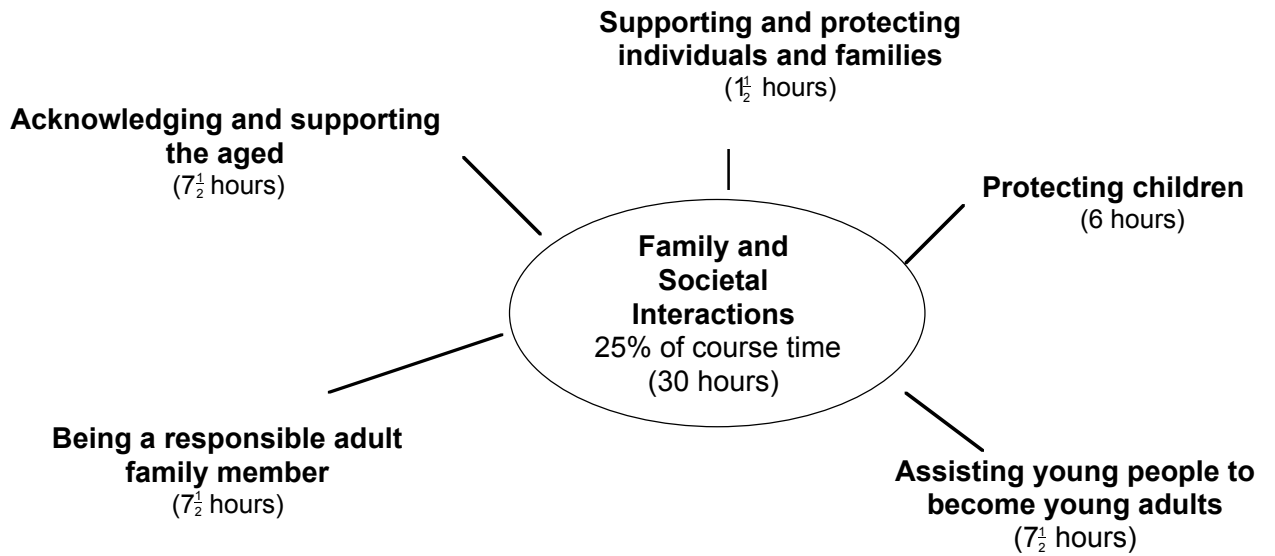
The Preliminary course



The HSC course core modules



The HSC course option modules



3.6 Assessment Tasks

Schools should use a range of assessment tasks to satisfy the components and weightings for Community and Family Studies. Syllabus outcomes may be assessed using the following strategies:

- case studies
- interviews and surveys
- oral presentations
- exercises using graphs, diagrams, statistics, and mathematical calculations
- briefing notes
- examinations.

In selecting tasks, it is important to note the advice on pages 58–59 of the syllabus. While these weightings are advisory for the Preliminary course, they are mandatory for the HSC course.

The pro forma below is an example of a template that could be used by teachers when designing assessment tasks. The significant components of the outline should include the title of the task, its weighting, the date and timing of the task, the relevant module and outcomes, a description of what is to be done and the marking criteria.

Sample Pro forma	
Task:	
Weighting:	
Date/timing:	
Module:	
Outcomes:	<ul style="list-style-type: none"> • •
Task description:	
Resources/materials required:	
Marking guide:	
Better answers will	<ul style="list-style-type: none"> • • •
Average answers will	<ul style="list-style-type: none"> • • •
Poorer answers will	<ul style="list-style-type: none"> • • •

4 Sample Units of Work

Example 1

Module Title: Families and Communities

Module Focus: Socialisation of children

Time Allocated: 3 hours

Outcomes:

- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form

Assessment:

Critique a children's rhyme, a song and a book.

Students learn about:	Notes and Directions	Students learn to:	Resources	Registration /Evaluation
<p>socialisation of children</p> <ul style="list-style-type: none"> • definition • primary and secondary • perceptions of femininity and masculinity 	<ul style="list-style-type: none"> • see syllabus glossary page 62 • examine major socialising agents • primary: family • secondary: education, religion, sport, legal system, political system • explore concepts of: <ul style="list-style-type: none"> – gender – male/female – masculinity/femininity – sex/sexuality • examine images portrayed in the media • address the following questions: <ul style="list-style-type: none"> • Does everyone have the same concept of being male or female and of the meaning of gender? • What different masculinities and femininities exist? • Which masculinities and femininities are valued? • When is your perception of what is appropriate masculinity/femininity challenged? • How do adult perceptions of gender influence those of children? • What is meant by the term ‘construction of gender’? 	<ul style="list-style-type: none"> • identify factors that impact on the construction of gender, eg school, parents, popular culture and ways boys and girls are active in shaping their own identity. 	<ul style="list-style-type: none"> • Specific Focus Programs Directorate Department of School Education 1996 <i>Girls and Boys at School: Gender Equity Strategy 1996-2001</i> • <i>Girls and Boys Come Out to Play: Teaching About Gender Constructions and Sexual Harassment in English and Studies of Society and Environment</i>, Department for Education and Children’s Services, South Australia, 1996 • Dunshea, Chris, <i>The Family</i>, Heinemann Contemporary Issues, 1996 • Grivas, John et al, <i>Psychology for the VCE student: Units 1, 2</i> • Alloway, Nola, <i>Foundation Stones – The Construction of Gender in Early Childhood</i>, Curriculum Corporation 1995 • Clark, Margaret, <i>The Great Divide. Gender in the Primary School</i>. Curriculum Corporation, 1990 	

Sample Assessment Task 1

Task: Critique a children's rhyme, song and book.

Weighting: 15%

Date/Timing: Week 4, Term 3

Module: Preliminary Course Module: Families and Communities

Outcomes:

- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form

Task Description:

Select one children's rhyme, a song and a book. Critique each item in terms of the gendered messages communicated by the:

- images and language used
- references to males and females
- roles portrayed by male and female characters.

Comment on the possible impact of the messages contained within each piece on the socialisation of children.

Marking Guide:

Mark range 11–15:

- Demonstrates extensive knowledge and understanding of the socialisation of children
- Demonstrates superior analysis of the interrelationship between messages presented in children's literature and perceptions of masculinity and femininity
- Effectively communicates ideas, issues and opinions in an organised and coherent manner, using appropriate terminology

Mark range 6–10:

- Demonstrates sound knowledge and understanding of the socialisation of children
- Shows a sound understanding of the interrelationship between messages presented in children's literature and perceptions of masculinity and femininity
- Communicates ideas, issues and opinions in a clear and logical way, using appropriate terminology

Mark range 1–5:

- Demonstrates some knowledge and understanding of the socialisation of children
- Relies on personal experience to describe the interrelationship between messages presented in children's literature and perceptions of masculinity and femininity
- Communicates simple and limited ideas using limited and elementary terminology

Example 2

Module Title: Individuals and Work

Module Focus: The Nature of Work

Time Allocated: 6 hours

Outcomes:

- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H4.2 communicated ideas, debates issues and justifies opinions
- H6.1 analyses how the empowerment of women and men influences the way they function within society

References:

- Gonzalvez, D, *Work: Contemporary Issues*, Heinemann, Melbourne, 1996
- Hardie, N, et al, *Participating in our Society* (2nd Ed) Longman Cheshire, Melbourne, 1993
- Turnbull, et al, *Studies in Life Management*, Jacaranda Press, Melbourne, 1996
- ABS data on participation in the workforce

Students learn about:	Students learn to:	Resources and Activities	Assessment	Date Completed
<p>the nature of work</p> <ul style="list-style-type: none"> • definitions of work • historical • contemporary (H2.2, H3.3) <ul style="list-style-type: none"> • paid and unpaid work (H6.1) 	<ul style="list-style-type: none"> • explain the significant influences that have impacted upon how people perceive work <ul style="list-style-type: none"> • explore the gendered nature of paid and unpaid work 	<ul style="list-style-type: none"> • <i>Participating in our Society</i> pp 209–210 • <i>Studies in Life Management</i> pp 181–183 • <i>Work: Contemporary Issues</i> pp 2–5 <p>Class brainstorms perceptions of work. Students research various definitions of work and highlight the similarities and differences.</p> <ul style="list-style-type: none"> • <i>Participating in our Society</i> pp 210–211, 216–218 • <i>Work: Contemporary Issues</i> pp 6–9 <p>In small groups, students view visual stimuli of men and women at work in the 1890s, 1950s and 1990s and discuss the changes evident.</p> <p>Access ABS data to determine:</p> <ul style="list-style-type: none"> – percentage of females and males participating in areas such as education, retail trade, health and community services, finance and insurance, construction, agriculture communication services – average weekly earnings of males and females – ratio of males and females employed in paid work 	<p>Accuracy of definitions of work</p>	

Students learn about:	Students learn to:	Resources and Activities	Assessment	Date completed
<ul style="list-style-type: none"> • value and status of work (H2.2, H2.3) <p><i>individual and group needs met through work</i></p> <ul style="list-style-type: none"> • self-esteem • financial • social • education • achieve status • lifestyle • career • social conscience • cultural <p>(H2.2, H2.3, H4.2 H6.1)</p>	<ul style="list-style-type: none"> • compare and contrast the needs that are met through paid and unpaid work • apply the methodology of surveying to examine how needs are met. 	<p>In groups, discuss jobs or careers students value, giving reasons. Establish a continuum that represents measures discussed (eg income, education required, community profile).</p> <p>Use case studies and articles to prepare a media release that analyses the needs met by paid and unpaid work.</p> <p>Students write their own definition of work that encompasses paid and unpaid concepts.</p> <ul style="list-style-type: none"> • <i>Participating in our Society</i>, pp 215–216 <p>Students design and conduct a questionnaire with people in paid and unpaid work to determine the needs met through involvement in work. Small groups within the class should survey different samples of people (eg part-time teenage workers, teachers, home carers, managers). Collate results and report on the findings.</p>	<p>Case study/article analysis</p> <p>Individual work definitions</p> <p>Questionnaire design and report (15% internal assessment)</p>	

Sample Assessment Task 2

Task: Conducting research using a questionnaire to determine the needs met for people participating in paid and unpaid work.

Weighting: 15%

Date/Timing: Week 5, Term 3

Module: HSC Option: Individuals and Work

Outcomes:

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H4.2 communicates ideas, debates issues and justifies opinions

H6.1 analyses how the empowerment of women and men influences the way they function within society

Task Description:

Design a questionnaire to be used to survey the needs that are met by people participating in paid and unpaid work.

Determine an appropriate sample group and size to gather the information you need.

Conduct the survey and record the results in an analysis table. Use diagrams as part of the presentation to report on the results. Write a conclusion to demonstrate the survey findings.

Submit for marking:

- a one page rationale for the questionnaire design and the strategies used to determine the sample and administer the questionnaire
- the questionnaire
- the analysis table and report on results
- conclusion.

Marking Guide:

Mark range 11–15:

- demonstrates superior knowledge, understanding and application of questionnaire as a survey technique by preparing a range of valid and relevant questions, selecting an appropriate sample group and size and gathering data in the time allocated
- effectively communicates questionnaire results using an analysis table and a written report with appropriately annotated diagrams
- draws valid conclusions about the variety of needs met by paid and unpaid work for different people

Mark range 6–10:

- Demonstrates sound knowledge and understanding of questionnaire use and construction by preparing a limited number of relevant questions, selecting an appropriate sample group of a limited size and gathering data in the time allocated
- Communicates questionnaire results using a table and a written report with some diagrams
- Interprets questionnaire data to outline the needs met by paid and unpaid work

Mark range 1–6

- Demonstrates basic knowledge and understanding of questionnaire construction, with limited ability to distinguish between paid and unpaid work
- Selects a very small sample size and collects a limited amount of data
- Communicates limited ideas from the questionnaire data that may include basic tables and diagrams and simple analysis of results.

5 Research in the Community and Family Studies Syllabus

The development of research skills is an important outcome of study of the Community and Family Studies course. Introductory research activities have been integrated throughout each of the Preliminary course modules and further research experiences are provided in each of the HSC course modules. The module *Research Methodology* allows students to develop a full understanding of the process of inquiry and research, culminating in the production of an Independent Research Project. Teachers may plan additional research activities as effective learning strategies as students explore other areas of each course and work toward achieving the course outcomes:

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions.

Research in the Preliminary course

Interview

- construct, conduct and record responses
- present results
- select and utilise effective communication skills
- use computer applications to present data

Observation

- sociometric models, eg network analysis
- report an observation by constructing a sociogram and determining the sociometric pattern of the group observed

Case Study

- examine an issue that has caused conflict in the community

Questionnaire

- construct and conduct

Literature Review

- outline a theorist's view and teachings about child development and socialisation

Research Skills

- collect, interpret and present quantitative data
- use ABS statistics

Research in the HSC course

- Detailed investigation of 3 groups within the community
- Case study to determine how parents and carers manage multiple roles
- Case study of a selected piece of technology
- Survey parents and peers about adolescent rites of passage

The HSC core module *Research Methodology* contributes 25% of the course time. Part of this time should be devoted to teaching and learning about the research process and a significant amount of time devoted to working on, conducting and presenting the Independent Research Project.

The assessment of this module, including the IRP components (the plan, diary and product) will contribute 25% to internal assessment.

The project may be presented in a variety of forms. For example it may be:

- a written report
- an electronic presentation
- a video presentation
- an oral report
- a multi-media presentation.

The method of presentation should be carefully negotiated between the teacher and student at the time of submitting the project plan, giving consideration to the facilities and resources available to students.

Common criteria should be used to assess Independent Research Projects regardless of the form of presentation. Teachers should be guided in the development of assessment criteria by the key elements of the syllabus package including what students learn about and what they learn to do (on page 31 of the syllabus), the module outcomes and the Draft Performance Bands (in the Examination, Assessment and Reporting Supplement).

6 Gender in the Community and Family Studies Syllabus

Masculinity and femininity are not innate categories that exist in each individual. Perceptions of masculinity and femininity are both historically and socially constructed. Images change over time, across cultures and in different socioeconomic circumstances. In Community and Family Studies, significant opportunity exists for students to explore how gender is constructed and consider messages about what it is to be male and female. When engaging in the course content it is important that students have an opportunity to critically reflect on the impact of gender in their own lives as they work towards achieving the course outcomes:

P3.2 analyses the significance of gender in defining roles and relationships

H6.1 analyses how the empowerment of women and men influences the way they function within society.

In the Preliminary course, students are required to:

- examine the significance of gender on satisfying needs and wants
- analyse how femininity and masculinity shape values and standards
- examine how their ideas about being female or male influence their attempts to communicate effectively
- explore the impact of gender expectations on decision-making
- consider the impact of gender on availability of, and access to, resources
- examine the impact of perceptions of femininity and masculinity on an individual's development
- examine factors such as study demands, gender expectations and peer expectations as sources of stress for young people
- explore gender as a reason for group formation
- consider gender expectations as an influence on leadership styles
- identify factors that impact on the construction of gender, eg school, parents, popular culture and ways boys and girls are active in shaping their own identity
- examine perceptions of femininity and masculinity on the socialisation of children.

In the HSC course, students are required to:

- consider gender as a factor affecting access to resources
- examine what it means to be a parent, either biological or social, for both females and males
- investigate the significance of gender in carer relationships
- critically analyse expectations of males and females in parenting and caring roles in a changing society
- investigate the implications of cultural and gender differences in setting limits
- explore gender as a factor influencing parenting and caring relationships
- analyse both legislation and cultural factors to determine difference between the way in which females and males are recognised as adults
- examine gender as a factor affecting access to, and acceptance of, technology
- explore the gendered nature of paid and unpaid work
- examine the social factors leading to changing work patterns
- examine the extent to which workplace factors provide equal access to work entitlements for females and males.

7 Fact Sheets

7.1 The Family Life Cycle

The initial concept of the Family Life Cycle appeared in 1901¹ and many versions have emerged as a result of refinements since that time. In general, the family life cycle is used to define the stages that families pass through during their lifetime from marriage to the eventual death of both partners. Three major stages, the beginning, the expanding and the contracting stages are widely recognised.

The Beginning or Establishment Stage

This stage begins with the establishment of a relationship which may be marriage or defacto in nature and lasts until the birth of the first child. The stage is characterised by both partners adjusting to their own perceived role and their partner's expectations of them in the relationship. In Australia, the length of this stage is increasing as couples remain childless for longer periods of time. It is common for both partners to work in order to achieve financial security. This is also a period where many families commit a substantial proportion of their income to the purchase of a home.

The Expanding Stage

The birth of the first child signals the beginning of the expanding stage that lasts until the first child leaves the family home. Families make significant adjustments to their routine during this stage as emotional, physical and financial resources are committed to child rearing.

Here, some models of the family life cycle include sub-stages. These are determined by the occurrence of key events and/or the age of children such as the years when children are of pre-school age, when they are in primary school, and when they attend high school. In some instances, these sub-stages overlap and in others the expanding stage is extended when children remain in the family home after they join the workforce or undertake tertiary study.

The Contracting Stage

The family enters the contracting stage when the first of the children leaves the family home. The stage continues until the eventual death of both partners. Significant emotional, physical and social adjustments are characteristics of this stage.

While the model remains a useful tool in the study of families, a number of limitations exist. For example the model relates best to societies where the nuclear family is the norm, however, it is not representative of a number of contemporary lifestyle issues including:

- the changing social phenomenon resulting in decreasing numbers of people marrying or delaying marriage until a later age
- childless families
- increasing incidence of divorce resulting in the emergence of multiple family types such as one parent families and blended or reconstituted families
- changes in the length of the stages of the family life cycle as a result of delaying having children, smaller family sizes and increased longevity

¹ Rowntree B *Poverty, A Study of Town Life*, London Routledge-Thoemmes Press, 1996.

- children remaining within the family home after marriage
- cultural diversity of contemporary Australian society with its different emphases on the extended family, kinship, etc
- managing unexpected change.

7.2 Family Adjustment and Adaptation Response Model (FAAR)²

The Family Adjustment and Adaptation Response model (FAAR) is used to explain how families react to and manage change. It consists of the **adjustment phase** and the **adaptation phase**.

7.2.1 The Family Adjustment Phase

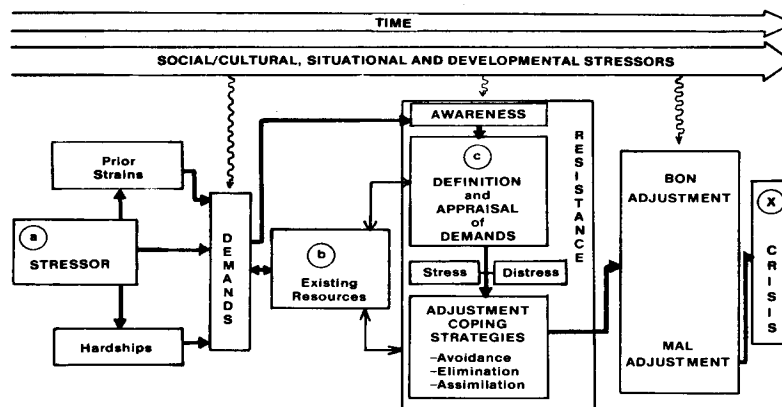


Figure 1. FAAR – Adjustment phase

In the period preceding a family stressor event (a), for example separation, prior strains such as poor communication and hardships or economic circumstances often exist. The combination of the three phenomena produce changed demands for the family. To adjust to the change, the family appraises the relationship between their existing resources (b) and the demands on them before defining the stressor event and deciding upon a plan to manage the new situation (c).

Families experience either stress (positive) or distress (negative) when they conclude that the situation is either unpleasant or undesirable. The family will respond in one of three ways. By attempting to:

- avoid, deny or ignore the stressor and its resultant demands hoping it will resolve itself
- eliminate the demands by changing the stressor or altering its definition
- accept the demands of the stressor and make changes accordingly (assimilation).

The first two actions may protect the family unit by minimising the changes required, however, they are more likely to lead to maladjustment. While assimilation may involve the reallocation of resources it is most likely to result in a satisfactory outcome or nonadjustment.

² McCubbin, H, Patterson, J & Sussman, M *Social Stress and the Family* Chapter 1: The Family Stress Process: The Double ABCX Model of Adjustment and Adaptation. Marriage and Family Review Volume 6, Nos. 1/2, The Hawthorn Press, New York, 1983.

b) Level 2: Consolidation

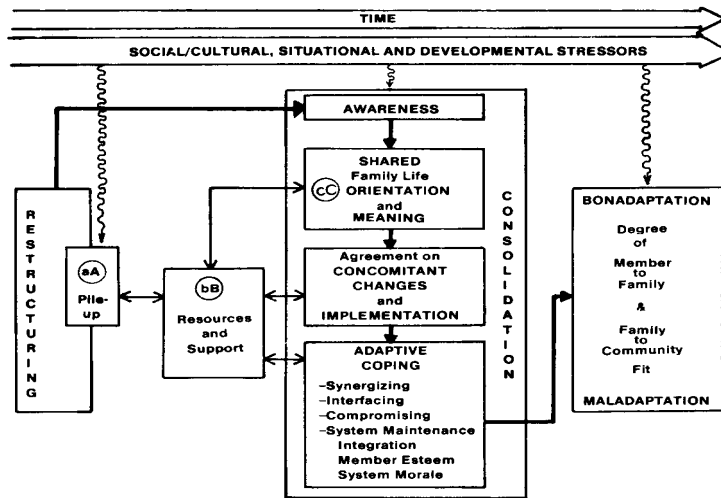


Figure 3. FAAR – Accommodation – Level 2: Consolidation

The family moves to this level of consolidation after initiating change that results in some restructuring. This may involve such things as a previously unemployed family member obtaining paid work or a change of residence. At this level, the focus for the family is on attempting to mould the family into a coherent unit.

Here, one or more family members become aware of the family having made significant change. They attempt to facilitate a shared family awareness and acceptance of the restructuring. Unlike the first level, success at this level involves all members of the family unit.

Changes are implemented (by trial and error) in the action phase. The family’s attempt to coordinate and pull together as a unit is termed *synergising*. Acknowledging interactions between the family and community when attempting to redefine their role is called *interfacing*. While interfacing family needs and resources with community needs and resources is critical for successful adaptation it is seldom 100% successful. *Compromising* involves a realistic appraisal of family circumstances and a willingness to accept a less than perfect solution. *System maintenance* relies upon optimal levels of morale and esteem of family members.