



**2013 VCE VET Community Services GA 2: Examination**

**GENERAL COMMENTS**

The four compulsory units of competency assessed in the 2013 VCE VET Community Services examination were

- CHCCS421B – Undertake community sector work within own community
- CHCRH401C – Work effectively in the leisure and health industry
- CHCCW301C – Operate under a casework framework
- CHCAD401D – Advocate for clients.

The three sections on the 2013 examination paper were

- Section A – Multiple-choice questions
- Section B – Written responses
- Section C – Case study.

A number of questions, such as the questions in Section B, allowed the more advanced students to demonstrate deeper understanding of the subject material. Students were encouraged to go into detail in their answers and provide examples to support their responses, where appropriate.

Teachers and trainers should refer to the exam specifications on the VCAA website for further information.

**SPECIFIC INFORMATION**

**Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.**

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

**Section A – Multiple-choice questions**

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

| Question | % A | % B | % C | % D | % No Answer | Comments  |
|----------|-----|-----|-----|-----|-------------|---|
| 1        | 5   | 34  | 4   | 57  | 0           |   |
| 2        | 1   | 1   | 94  | 4   | 0           |   |
| 3        | 4   | 14  | 78  | 4   | 0           |   |
| 4        | 17  | 7   | 3   | 73  | 0           |   |
| 5        | 15  | 47  | 33  | 4   | 0           |   |
| 6        | 5   | 9   | 4   | 82  | 0           |   |
| 7        | 5   | 1   | 1   | 93  | 0           |   |
| 8        | 34  | 20  | 22  | 24  | 0           |   |
| 9        | 90  | 3   | 4   | 4   | 0           |   |
| 10       | 96  | 3   | 0   | 1   | 0           |   |
| 11       | 29  | 1   | 48  | 21  | 0           |   |
| 12       | 94  | 2   | 1   | 3   | 0           |   |
| 13       | 2   | 96  | 1   | 1   | 0           |   |
| 14       | 10  | 3   | 17  | 69  | 1           |   |
| 15       | 71  | 1   | 6   | 21  | 1           | The correct answer was option D (appropriate facilities for employees with a range of abilities) as the other options do not include all abilities. |

The multiple-choice section, which focused on key concepts, definitions and the underlying principles of community services, was generally well answered. Teachers must give careful consideration to the definitions and the details documented in the units of competency.



## Section B – Written responses

It was important for students to read the questions carefully in order to give appropriate responses. Answers needed to reflect an understanding of the context. It was also important to identify key terms, demonstrate understanding and provide examples in this section.

### Question 1

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 34 | 44 | 21 | <b>0.9</b> |

The facility may be

- given a warning
- given a timeframe to improve their service to meet the accreditation standards
- closed down if they do not meet the accreditation standards.

### Question 2

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 67 | 12 | 21 | <b>0.6</b> |

Equity is access to resources and services based on need. Equality means to be on the same terms and have the same rights – the same legal rights, education rights, etc.

Many students could give a definition of equality but could not define the difference.

Below is an example of an excellent student response.

*Equity refers to something being able to be accessed by everyone, whereas equality refers to everyone being treated the same and given opportunities based on capabilities, skills and knowledge.*

### Question 3

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 28 | 39 | 33 | <b>1.1</b> |

The answer needed to include any two of the following.

- maintain a paper-free office
- recycle paper, bottles and plastic
- compost food scraps
- share documentation, rather than printing numerous copies

There appeared to be a lack of understanding of what minimising workplace waste is. Many answers discussed cleaning up and removing waste rather than reducing it.

### Question 4a.

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 19 | 29 | 51 | <b>1.3</b> |

Infection control relates to care practices used in hospitals, aged-care facilities, childcare centres, disability services, etc. It aims to prevent cross infections – that is, infection occurring between clients and co-workers, visitors, etc.

There appeared to be a lack of knowledge of what infection control is, and some students gave confusing answers about hygiene and cleanliness, and procedures for storing dangerous chemicals.

### Question 4b.

| Marks | 0  | 1 | 2  | 3  | 4  | Average  |
|-------|----|---|----|----|----|----------|
| %     | 28 | 7 | 24 | 13 | 27 | <b>2</b> |

Examples included

- nappy changing areas in childcare – wipe down nappy change mats and areas with disinfectant after nappy changes and dispose of nappies in a plastic bag in a lined bin used solely for this purpose.
- wear rubber gloves when cleaning blood spills or wounds in any facility and disposing of gloves and other materials used in a plastic bag in a medical waste bin, then wash hands.

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- use Personal Protective Equipment to dispose of soiled materials in the appropriate way and then wash your hands when the task is completed.

## Question 5

This question was generally well answered.

### Question 5a.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 42       | 58       | <b>0.6</b>     |

*Privacy Act 1988*

### Question 5b.

|              |          |          |          |                |
|--------------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>Average</b> |
| %            | 22       | 31       | 47       | <b>1.3</b>     |

An organisation could

- have a policy about storing the personal information of both clients and workers in a locked file
- use appropriate methods to dispose of personal information when it is no longer required
- not discuss clients with other people; for example, the client's family, friends, etc.

### Question 5c.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 26       | 74       | <b>0.8</b>     |

When a client authorises that certain information can be shared

### Question 6a.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 57       | 43       | <b>0.5</b>     |

15–20 years

### Question 6b.

|              |          |          |          |          |                |
|--------------|----------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>Average</b> |
| %            | 5        | 25       | 52       | 18       | <b>1.8</b>     |

Answers could include that they are

- very active with sport at this age
- continuing to grow/physical development
- studying and have work commitments
- socialising with their friends.

### Question 6c.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 53       | 47       | <b>0.5</b>     |

2–4 years

### Question 6d.

|              |          |          |          |                |
|--------------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>Average</b> |
| %            | 36       | 34       | 29       | <b>0.9</b>     |

Answers could include

- children may have grown up and left home
- more work commitments
- metabolism slowing
- increased sedentary work through changes in job roles.

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## Question 6e.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 66       | 34       |                |

More exposure to fast food

## Question 7a.

|              |          |          |                |
|--------------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>Average</b> |
| %            | 53       | 47       |                |

A value is an ethical belief or standard that is considered desirable or important by a culture, group or individual. It can be a principle or attitude that provides direction for everyday living and guide and direct the work of the practitioner.

## Question 7b.

|              |          |          |          |                |
|--------------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>Average</b> |
| %            | 31       | 33       | 36       |                |

Values could include

- client focus
- quality of services offered and provided
- professional integrity and respect
- collaborative relationship
- personal responsibility
- participation
- the consultative process.

## Question 7c.

|              |          |          |          |                |
|--------------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>Average</b> |
| %            | 46       | 22       | 32       |                |

Appropriate answers could be

- client focus – working in an aged-care facility you would always discuss what you are doing with your client and ask their permission or assistance
- professional integrity – working in a childcare centre, you would discuss the individual child's learning plan for the day with the parent.

## Question 8

|              |          |          |          |          |          |          |          |                |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------------|
| <b>Marks</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Average</b> |
| %            | 8        | 8        | 25       | 30       | 19       | 8        | 3        |                |

Students were assessed according to the quality of their responses in terms of outlining and explaining their approach, engagement strategies and types of activities. Below are examples from some students who answered this question well.

### Example 1

*Mary could first of all advertise Harmony Week and the purpose of it, including the range of activities being held in the form of a brochure and place them in local letterboxes, or create an online group to spread the word. Mary could survey the local community to be informed on the different cultures there are to try and cater for all nationalities and cultures. Mary could advocate for two different cultures each day of the week and encourage everyone to participate, regardless of their culture. Mary could have cultural food stalls set up, cultural dance performances, traditional clothes, arts and crafts stalls so that there is plenty of variety for people to enjoy and be educated on regarding the different cultures in the local community.*

### Example 2

*Harmony week is being organised by Mary to help ensure that cultural diversity is addressed and actively embraced. Some strategies that Mary could include to help promote her event could be broadcasting on the local radio, creating posters, handing out flyers and even interacting with the community to promote the event and engage individuals to participate. Activities could be created to provoke young families to come along by including fun activities from different cultures such as camel riding. Or they could be more subdued by having food from different cultures. The community could also be exposed to guest speakers from different cultures so they can receive a first hand recount of what life is like outside of their own and subsequently create more connectedness.*

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## Question 9a.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 32 | 68 | 0.7     |

The definition needed to include reference to provision of a supportive environment and encouraging clients to take control of their decisions and life.

Repeating the question in another format did not gain any marks.

## Question 9b.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 67 | 33 | 0.4     |

Students needed to give one example of a client-centred program. They could have referred to

- casework management
- childcare centres
- aged-care facilities
- schools for special needs
- individual learning plans in schools.

## Question 10

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 65 | 16 | 19 | 0.6     |

Appropriate examples included

- a school counsellor who lives next door to a client and knows the family well
- mandatory reporting could be an issue when reporting a parent who is a friend, neighbour or relative.

This question was about working within your own community. Many students could answer this but some gave examples that were out of the community services area. It is important that students read questions carefully.

## Question 11a.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 35 | 65 | 0.7     |

It is important to have the ability to improve their own level and application of skills and knowledge to achieve desirable outcomes and maintain their own capabilities.

## Question 11b.

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 21 | 38 | 40 | 1.2     |

Ways a person can do this are to

- document their feelings and practices
- ask for feedback
- be critical about their personal practice.

## Question 12a.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 79 | 21 | 0.2     |

Casework management is a practice method that involves a coordinated approach to determining needs and planning supports on behalf of the client. It involves brokering, monitoring services and supports, and reviewing outcomes.

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There was a general lack of understanding about casework management as a practice and what it involves. Students needed to provide further information than just focusing on the client and planning goals.

## Question 12b.

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 50 | 32 | 17 | <b>0.7</b> |

Any two of

- empowering the client
- consumer focus
- continuity of service
- privacy
- confidentiality.

## Question 12c.

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 16 | 35 | 49 | <b>1.4</b> |

- Appropriate responses included domestic abuse – a case worker can provide assistance by finding a safe place/house for the family to go to
- Alcohol and drug abuse – a case worker can provide access to support for the family and client, referral to specialists, etc.

This question was well answered, with the students identifying a range of forms of abuse and explanations.

## Question 13a.

| Marks | 0  | 1  | Average    |
|-------|----|----|------------|
| %     | 63 | 37 | <b>0.4</b> |

It is a collection of information about the client and their friends, family, relationships, etc.

## Question 13b.

| Marks | 0  | 1  | 2  | Average    |
|-------|----|----|----|------------|
| %     | 18 | 37 | 45 | <b>1.3</b> |

The information can be recorded in the form of an interview, graph, picture, document or genioqram and can be used to assist the client by showing a family history (genioqram), reviewing what they have said in the past (interview, picture) and recording their friendship history (ecogram).

## Question 14a.

| Marks | 0  | 1 | 2 | 3 | Average    |
|-------|----|---|---|---|------------|
| %     | 89 | 7 | 2 | 1 | <b>0.2</b> |

The answer could have included any of the following.

- clubs
- societies
- consumer-run models
- home-based support
- residential services
- respite care
- community development

Many students listed sectors in response to this question. This was accepted if they listed a sector and then clarified it, such as disability respite services.

## Question 14b.

| Marks | 0  | 1  | 2 | Average    |
|-------|----|----|---|------------|
| %     | 73 | 21 | 5 | <b>0.3</b> |

Appropriate examples included

- Men's Sheds – a consumer-run model that offers a meeting place for men to meet together

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- YMCA and Camp America – provide out-of-school-hours care services, run community pools and provide community facilities.

## Question 15

| Marks | 0 | 1 | 2  | 3  | Average |
|-------|---|---|----|----|---------|
| %     | 5 | 6 | 27 | 62 | 2.5     |

Activities appropriate to the client's ability

- gives them the ability to engage and participate with a minimum of assistance in activities at their level, thereby increasing their confidence and self-esteem

Allowing the client to make their own decisions

- empowers the client making non-judgmental decisions, to maintain and build their quality of life, increasing their wellbeing and confidence.

Delivering appropriate nutritional services

- ensures the client has the appropriate energy levels to participate in life at their level.

This question was well answered.

## Question 16

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 26 | 23 | 51 | 1.3     |

The checks could include any two of

- Criminal Record Check
- Working with Children Check
- First Aid
- Occupational Health and Safety training.

## Section C – Case study

### Question 1

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 21 | 79 | 0.8     |

The role of the advocate is to assist the client, establish their role, explain the process, consult with the client about their needs and requirements and assess their ability.

### Question 2

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 23 | 39 | 38 | 1.2     |

Responsibilities are (two of)

- duty of care
- confidentiality
- assessing the level of support
- advocate for the rights of the client.

### Question 3

| Marks | 0  | 1  | 2  | 3  | 4  | Average |
|-------|----|----|----|----|----|---------|
| %     | 20 | 20 | 32 | 16 | 13 | 1.8     |

Active listening is making eye contact, making the client feel comfortable, being welcoming, using open body language, nodding and smiling.

Reflective listening is clarifying the question, rewording the question, paraphrasing and discussing scenarios to assist explanations.

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## Question 4

| Marks | 0  | 1  | 2  | 3  | 4 | Average |
|-------|----|----|----|----|---|---------|
| %     | 27 | 25 | 23 | 16 | 9 | 1.6     |

This answer required four of the following points.

- interview the client
- clarify the client's story
- undertake assessment with the client
- provide the client with information about available options
- ensure information provided to clients is well researched
- discuss with the client and family and friends as required
- clarifying client expectations regarding the level of support

## Question 5a.

| Marks | 0 | 1  | 2  | 3  | Average |
|-------|---|----|----|----|---------|
| %     | 7 | 13 | 39 | 40 | 2.1     |

Answers could include

- lack of transport
- communication issues
- access to building, theatre, toilets, etc.
- discrimination/attitude
- inappropriate, or lack of, support to allow participation
- access to carers
- economics – funding for extra carer hours, ramps, etc.

## Question 5b.

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 21 | 24 | 55 | 1.3     |

Answers needed to relate to one of the barriers identified in Question 5a. For example

- funding – need to explore funding for carer hours to assist the client in a wheelchair.

## Question 6

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 62 | 38 | 0.4     |

Examples included

- *Equal Opportunity Act 2010*
- *Disability Discrimination Act 1992.*

There are many Acts that were considered appropriate. Students needed to give the correct title; however, if the year was incorrect, the student was still awarded the mark.

## Question 7

| Marks | 0  | 1  | 2  | Average |
|-------|----|----|----|---------|
| %     | 26 | 38 | 36 | 1.1     |

Requests that Josh could make on behalf of his client included (two of)

- how can the client access the venue, toilets and/or building to fully participate in the Arts Project?
- what funding is available for clients with a disability?
- how many carers are required for the client?
- how many carer hours are funded?
- what funding is available for transport to and from the theatre?

## Question 8a.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 28 | 72 | 0.7     |

Examples included

- friend



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- teacher
- parent
- carer.

## Question 8b.

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 63 | 37 | 0.4     |

He could obtain permission from the client or involve the client in the meeting with the support person.

## Question 9

| Marks | 0 | 1 | 2  | 3  | Average |
|-------|---|---|----|----|---------|
| %     | 7 | 8 | 37 | 48 | 2.3     |

A client could benefit because it

- reduces social isolation
- improves skills
- builds self-esteem
- develops a holistic lifestyle.

This was another well-answered question, with some insightful comments provided.

## Question 10

| Marks | 0  | 1  | Average |
|-------|----|----|---------|
| %     | 27 | 73 | 0.7     |

Students needed to outline one benefit a project like the one described in the scenario to the wider community. They could have referred to

- brings the community together
- celebrates the strengths of the community
- develops a network
- entertains and educates the members of the community
- provides an opportunity for success and achievement
- celebrates the arts
- gives a voice to performers
- develops an awareness of all abilities.