



**2012 VCE VET Community Services GA 2: Examination**

**GENERAL COMMENTS**

In 2012 the four compulsory units of competency assessed were

- CHCCS421A – undertake community sector work within own community
- CHCRH401A – work effectively in the leisure and health industry
- CHCCW301C – operate under a casework framework
- CHCAD401D – advocate for clients.

The three sections on the 2012 examination paper were

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

A number of questions allowed the more advanced students to demonstrate their knowledge and deeper understanding of the subject material. Students were encouraged to go into detail in their answers and provide examples to support their responses.

Teachers and trainers should refer to the exam specifications on the VCAA website for the latest information about the examination.

**SPECIFIC INFORMATION**

**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
1	11	83	3	4	0
2	9	1	68	22	0
3	5	5	1	89	0
4	10	14	10	66	1
5	23	17	35	23	1
6	23	3	42	31	0
7	9	56	25	10	1
8	94	1	1	4	0
9	1	73	20	5	0
10	3	48	46	3	1
11	23	64	6	8	0
12	19	15	45	21	1
13	8	5	3	85	0
14	90	1	3	6	0
15	13	3	4	80	0

**Section B – Written responses**

**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 the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

It was essential for students to read the questions carefully in order to give appropriate responses in this section. Answers had to reflect an understanding of the context.

It was also important to identify key terms, demonstrate understanding and provide examples in this section.

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## Question 1

Marks	0	1	2	3	4	Average
%	6	24	40	17	13	<b>2.1</b>

- music: recreation or leisure
- free choice activities: leisure
- exploration: play
- sport: recreation

Many students had difficulty categorising the examples in this question.

## Question 2

Not all parts of this question were answered well. Some students did not answer some questions.

### Question 2a.

Marks	0	1	Average
%	52	48	<b>0.5</b>

Integration is bringing parts together to make a whole, as in groups to make a community.

### Question 2b.

Marks	0	1	2	Average
%	48	16	36	<b>0.9</b>

Segregation means to separate out, or to isolate apart.

### Question 2c.

Marks	0	1	2	Average
%	54	20	26	<b>0.7</b>

An integrated community: schools are an integrated community, with many groups of students all learning together.

A segregated community: refugees in detention are isolated away from the community.

### Questions 3a–b.

Marks	0	1	2	Average
%	8	28	64	<b>1.6</b>

#### 3a.

35–44 years

#### 3b.

45–54 years

### Questions 3c–d.

Marks	0	1	2	3	4	Average
%	2	6	22	30	40	<b>3.0</b>

#### 3c.

Because males of this age

- are busy with their careers
- have families to support
- do not have time to volunteer
- could be experiencing ill health
- are working towards retirement.

#### Question 3d.

Benefits of volunteering include

- building skills
- providing a social outlet

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- developing relationships
- empowering people
- gaining work experience/practice.

This question was generally well answered.

### Questions 4a–b.

Marks	0	1	2	3	4	Average
%	15	9	25	21	30	2.4

#### 4a.

Leisure and health industry sectors include (any two of)

- aged care
- disability
- children's services
- residential and community care
- rehabilitation services
- mental health
- correctional services
- youth work.

#### Question 4b.

Appropriate examples included

- Slip Slop Slap
- the Quit Campaign
- Go to 5.

Students also needed to provide an explanation of how the promotion can enhance the health of the public.

This question was generally well answered.

### Question 5

The questions on policy required an understanding of policies and their use. Question 5a. was generally well answered; however, 5b. and 5c. were not.

#### Question 5a.

Marks	0	1	Average
%	26	74	0.8

Appropriate examples included

- an evacuation policy
- a uniform policy
- a smoking in the workplace policy.

#### Question 5b.

Marks	0	1	2	Average
%	14	21	65	1.5

Evacuation policy: In case of fire, all staff, students and visitors know where to evacuate from the building to the evacuation area.

#### Question 5c.

Marks	0	1	Average
%	74	26	0.3

Appropriate examples included types of policies such as

- redress
- grievance
- mediation.

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## Question 6

Marks	0	1	2	Average
%	13	20	67	1.6

Self-advocacy means people speaking out for themselves to express their own needs and represent their own interests.

This question was well answered.

## Question 7

Marks	0	1	2	3	4	5	6	Average
%	4	4	15	27	27	16	6	3.5

Issues that need to be resolved and processes that may be required for the excursion could include

- visiting the facility to assess how the excursion could be managed, with parking, ramps, rails, seating and toileting facilities
- permissions required to take clients from a facility, sign in and out, parent/guardian permissions
- the required child to staff ratio for any excursion outside the premises
- information about suitable transport and access to disabled parking
- duty of care and occupational health and safety for both clients and staff
- encouraging the independence of the client
- having drinks and medications available for clients
- staff who are trained in first aid
- storage of walking frames.

Approaches could refer to

- non-judgmental attitude of carers
- principles of social justice; for example, access.

Answers needed to incorporate information about the approach taken and a range of issues/processes to be considered. These needed to be presented in a logical way. If some steps were just listed, full marks could not be awarded.

The following is an example of a good response.

*Care facilities work under the social justice principles, one of the principles being access. This means the organisation must come up with ways to ensure clients with mobility issues have access to be able to participate. They should not be discriminated or left out either. We would need a large van with wheelchair ramps that are properly installed and ensure clients needs are met, and clients are kept safe, is a requirement under the occupational health and safety act. Also service providers have a duty of care over clients to ensure no harm (physical or psychological) occurs. Service would need to ring the theatre to discuss issues and sort them out, hire mobility vans/ramps at assist in providing access, ensure all equipment is safe and useable. Trips to the theatre prior to ensure safe environment for all members of the facility who are attending.*

## Question 8

Marks	0	1	2	Average
%	14	9	76	1.6

A referral is the process of sending a client to an agency or service to obtain more specialised assistance.

A patient may receive a referral from a GP to a specialist. A social worker may refer a client to a psychologist.

This question was well answered, with most students giving a clear explanation of what a referral is and an appropriate example.

## Question 9

Marks	0	1	2	3	4	Average
%	33	8	15	7	37	2.1

The principles of social justice are

- access
- equity
- participation
- rights.

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An example for 'access' could be: an organisation can provide transportation to a facility. A venue should have appropriate ramps, parking and conveniences.

Many students provided two principles of justice and received two marks. Students who gave an example for each principle received full marks.

## Question 10

Marks	0	1	2	3	4	Average
%	11	11	18	20	39	2.7

Answers could include

- active listening
- reflective listening
- making clients feel comfortable
- establishing rapport
- asking open-ended questions
- allowing time for the client to talk
- uninterrupted listening
- open body language
- having empathy.

## Question 11a.

Marks	0	1	Average
%	25	75	0.8

Networking is meeting, communicating and using the expertise of others to improve your skills and knowledge.

There was some confusion with computer networking, indicating that the question was not read clearly by some students.

## Question 11b.

Marks	0	1	2	Average
%	16	21	63	1.5

Ability to access expertise you do not have and establishing a group of people with similar interests to utilise their expertise to assist you to solve problems

This part was generally well answered.

## Question 11c.

Marks	0	1	2	Average
%	18	25	57	1.4

Answers could include

- clients benefit from a wider range of expertise
- there is a wider range of professionals to refer client to
- it has the ability to make the clients more comfortable
- it can speed up the process
- it is possible to match the personalities of clients and caseworker.

This question was well answered.

## Question 12a.

Marks	0	1	2	Average
%	20	34	46	1.3

A cultural group is (either of)

- a group of people who share similar beliefs, values and customs
- a self-defined group who share common beliefs and cultures.

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## Question 12b.

Marks	0	1	2	3	4	5	Average
%	5	3	11	26	27	26	3.5

### 12bi.

Students could give an ethnic group (such as Aboriginal, Sudanese or Afghani) or a religious group (such as Muslim or Jewish).

This question was well answered.

### 12bii.

Possible answers included

- language
- customs
- dietary requirements
- clothing
- symbols.

This question was well answered.

### 12biii.

It is important for the group to

- have access to health care
- have access to our society
- understand legislation and regulations; for example, road rules, driving licence, alcohol rules.

## Question 13a.

Marks	0	1	Average
%	17	83	0.8

Responses included

- to make sure they provide services that meet the needs of the client
- to improve services to the clients and community
- to support research and explore new ways to assist clients
- to develop new services the community may require.

This question was well answered.

## Question 13b.

Marks	0	1	2	Average
%	12	19	69	1.6

Example included:

- surveys
- interviews
- questionnaires.

This question was well answered.

## Question 14

Marks	0	1	2	3	4	Average
%	13	4	13	14	56	3.0

An appropriate example could have been: transport – arrange cab charges, have a bus collect clients or have volunteer drivers to collect clients.

Full marks were awarded for providing two barriers and a solution for each of them.

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## Section C – Case study

### Question 1

Marks	0	1	2	Average
%	7	19	74	1.7

Answers could have included

- contact community services organisations that work with clients and require volunteers
- advertise for interested organisations in the local press
- conduct a survey
- consult with local community services organisations
- determine the demographic of the community.

This question was well answered.

### Question 2

Marks	0	1	2	3	Average
%	10	7	26	56	2.3

Issues could include

- transportation
- supervision of students in the workplace
- attendance of students
- lack of funding
- level of maturity of students to manage the working environment
- students losing interest.

One mark was awarded per issue. This question was well answered.

### Question 3

Marks	0	1	2	3	4	Average
%	10	6	12	21	50	3.0

Some answers could include

- visit and tour of the facility
- familiarisation with the workplace
- health and safety procedures
- understanding of duty of care with clients
- introduction to staff
- discussion about appropriate behaviours and language with clients, and about clients' expected behaviours
- first aid training.

This question was answered well.

### Question 4a.

Marks	0	1	2	Average
%	6	8	85	1.8

This question resulted in a variety of answers, including bingo, cards, painting, aerobics, etc.

### Question 4b.

Marks	0	1	2	Average
%	12	11	77	1.7

This was a well-answered question, with students showing their understanding of the variety of clients they chose. For example, cooking – teach clients basic cooking skills to utilise in their own home or at the facility.

### Question 5

Marks	0	1	2	3	Average
%	9	12	21	59	2.3

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For example, positive body language, eye contact, positive language, etc.

This question was well answered.

## Question 6

Marks	0	1	2	Average
%	9	40	51	1.4

Appropriate examples included

- communicate with staff members
- accept responsibilities
- carry out tasks to the best of their abilities
- share information about clients with staff members
- understand their role in the facility.

This question was generally well answered.

## Question 7

Marks	0	1	2	Average
%	56	34	9	0.6

Answers included a variety of relevant legislation (State or Commonwealth), such as the

- *Privacy Act 1988*
- *Disability Act 2006*
- *Aged Care Act 1997*
- *Equal Opportunity Act 2010*
- *Racial and Religious Tolerance Act 2011.*

This question was poorly answered. Many students did not know what a parliamentary Act is.

## Question 8

Marks	0	1	2	3	Average
%	21	14	30	35	1.8

Example of assumptions could include

- clients cannot do things for themselves
- clients are lazy
- clients are rude.

Students also had to provide three ways that Jane could address the assumption. There were some insightful answers to this question.

## Question 9

Marks	0	1	2	Average
%	20	29	51	1.3

Social factors that could be an issue for clients might include

- no speech (due to a stroke)
- deafness
- English as a second language
- shyness
- ill health.

This was another well-answered question, and students made some insightful comments.