2018 VCE VET Community Services examination report

General comments

The three compulsory units of competency assessed in the 2018 VET VCE Community Services examination were:

- CHCCCS016 – Respond to clients
- CHCCDE003 – Work within a community development framework
- CHCCDE004 – Implement participation and engagement strategies.

The three sections on the 2018 examination were:

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

Students were encouraged to explain their answers in detail and provide examples to support their responses. High-scoring responses demonstrated students' knowledge and deep understanding of the subject material on several questions in all three sections.

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 resulting in a total more or 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	Comments
1	2	10	83	5	
2	3	1	1	94	
3	94	4	2	0	
4	0	95	2	2	
5	79	17	2	1	
6	7	5	4	84	
7	1	0	0	99	
8	18	54	15	13	
9	7	87	4	2	
10	2	7	45	46	

Question	% A	% B	% C	% D	Comments
11	1	3	93	2	
12	69	20	9	2	
13	12	3	3	82	
14	85	10	3	2	
15	18	3	5	74	

The multiple-choice section was generally well answered. It focused on key concepts, definitions and the underlying principles of working in a community development framework.

Section B – Written responses

Responses needed to reflect an understanding of the context, identify key terms, demonstrate understanding and provide examples.

Question 1a.

Marks	0	1	Average
%	56	44	**0.5**

Respecting each individual's/client's autonomy, and their self-determination to make choices for themselves even though they are aware of the possible consequences.

Dignity of risk is a key concept of CHCCCS016 – Respond to clients.

Question 1b.

Marks	0	1	Average
%	41	59	**0.6**

This question was well answered. Possible answers included the elderly, people with disabilities and victims of domestic violence.

Question 1c.

Marks	0	1	2	Average
%	61	10	29	**0.7**

Answers could have included treating all individuals/clients with respect, valuing them and allowing them to take risks, explore new activities and environments and experience new things.

Question 2a.

Marks	0	1	2	Average
%	55	31	14	**0.6**

A formal or public statement of the aims, values, principles and purpose of an organisation

Question 2b.

Marks	0	1	2	Average
%	45	37	18	**0.8**

- a public statement explaining what the organisation stands for
- what the organisation is committed to, how it provides value to the client/individual

- gives the organisation and the employees a direction, focuses on its objectives
- assists in determining its aims and programs

Question 3

The disclosure part of Questions 3a. and 3b. was not well answered. Disclosure is about sharing information without the client's permission to save a life or protect the client.

Question 3a.

Marks	0	1	2	3	Average
%	30	25	28	16	**1.3**

Disclosure – makes private information of a client known or revealed if there is an element of risk involved. For example: a client admitting to abuse, danger of suicide.

These terms are fundamental to CHCCCS016 – Respond to clients.

A moral obligation was also accepted for confidentiality.

Many answers showed confusion between privacy and confidentiality.

The following is an example of a high-scoring response.

Privacy – a legal obligation under the Privacy Act 1984 that protects a client's personal information.

Confidentiality – an ethical consideration that protects a client's personal information.

Question 3b.

Marks	0	1	2	3	Average
%	31	32	25	12	**1.2**

Disclosure – is the act of making something known or revealed, putting information out in the open. For example, a whistleblower exposing malpractice in an organisation, making a family secret known, exposing domestic abuse in the public.

The following is an example of a high-scoring response.

The Privacy Act ensures workers protect client's information, only using it for what it was obtained for.

Confidentiality – Personal information should be kept protected and safe, for example, locked in a secure cabinet.

Question 4a.

Marks	0	1	Average
%	76	24	**0.3**

Interpersonal communication skills include:

- exchange of information though verbal and non-verbal messages
- using active listening skills
- paraphrasing
- engaging client/meeting with face to face meetings
- using eye contact.

Question 4b.

Marks	0	1	2	Average
%	33	31	36	**1.1**

Possible answers included:

- building rapport
- building trust and respect
- collaboration
- assessment of needs
- gaining feedback
- reflection

The following is an example of a high-scoring response.

> *Often used to build rapports and mutal trust and respect between the client and worker, to ensure the client feels comfortable and likely to return back to the service.*

Question 5a.

Marks	0	1	2	Average
%	10	15	75	**1.7**

The following is an example of a high-scoring response.

> *A referral is where you recommend another service for a client. It is required when the clients needs can not be supported by the service.*

Question 5b.

Marks	0	1	Average
%	13	87	**0.9**

Referrals are made when the community services worker cannot provide the required service to the client or the client's needs change, and the organisation cannot meet the client's changed needs.

The following is an example of a high-scoring response.

> *When they no longer feel as though the client is benefitting from the support they are providing or when the support isn't within their qualifications or job role.*

Question 6a.

Marks	0	1	2	Average
%	42	13	45	**1.1**

This question was well answered.

Possible answers included newsletters, public meetings, advertising, news reports about climate change, power failures, website, leaflets and market stalls.

The following is an example of a high-scoring response.

> *Holding a public meeting – to bring the community together and discuss the project*
>
> *Sending out survey / letters – see what interests people may have about the issue.*

Question 6b.

Marks	0	1	2	Average
%	59	17	25	0.7

Community development principles included access and equity, participation, rights, empowerment, building capacity and sustainability.

Also accepted was social disadvantage.

The following is an example of a high-scoring response.

Participation is a community development principle that may link to this project. The participation of the community is important because the project is made for them and aims to benefit them. For the project to be created / successful it should be made to fit their interests and needs.

Question 6c.

Marks	0	1	2	Average
%	22	32	46	1.3

Possible answers included funding both private and public, not enough installers, people may be sceptical, not enough equipment if many stakeholders take up the project.

The following is an example of a high-scoring response.

Two barriers may be the lack of funds in the community and access to resources in the community. There may be very little to no access to different resources or any way to raise and get money for the project.

Question 7

Marks	0	1	2	3	Average
%	70	15	10	5	0.5

Examples of negative responses to a community development could be:

- A safe injecting house next door – neighbours do not feel safe with drug users and dealers moving into their neighbourhood.
- Skate park being moved to outskirts of your town making it difficult for young people to access the park.

The following is an example of a mid-range response.

The priorities may result in clients feeling like they are not being treated equally as their concerns and issues are not being taken into consideration when planning the community development work.

This breaches their rights as they are not being treated with equity.

Question 8

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	4	4	5	15	17	15	15	12	8	4	0	4.9

Many students organised their thoughts and ideas according to the dot points in the question and wrote some excellent answers.

The following is an example of a high-scoring response. This response demonstrated how to build rapport with Mei, showed an in-depth understanding of Mei's issues and thoughtfully responded to

them. After discussion with Mei about what her needs are, the goals are set with her that are achievable and meet her identified needs and empower her to make her own decisions. The response has identified that community service workers are not mandated and explains the process if it is required.

To build rapport with Mei I could use communication skills, such as Active listening and interpersonal skills, such as looking for signs of understanding, which ensure mutual understanding & trust, as she may feel as though her concerns are being heard, and valued. Mei is struggling with depression & the loss of a significant relationship; This & her innability to effectively communicate with other parents & teachers due to her limited english knowledge has isolated her socially. She is also socially isolated by the lack of relationships, other than with her children, as she is not close with her late husbands parents & her own family still lives in Japan. Mei also has difficulty parenting & managing her two childrens routines. I could help her become more socially involved by referring her to mothers groups so she can form friendships with other mothers, to cultural groups so her Accultrative stress from the distance from Japan is less damaging, & an english class to help her improve her own and her children's english speaking skills. I could also suggest using a translator, or a translating app to help her understand others & build her confidence.

In order to help Mei set goals for herself I could talk to her about what in her life she wants to improve, work on or change & help her to create step by step processes that are realistic & acheivable to Mei. By thoroghly explaining in full detail and making sure she clearly understands me (with the help of a translator) when we are discussing organizations & programs I could refer her too, & how to achieve her goals, I am empowering her to make informed decisions based on the information I have provided her with.

As a support worker, I am not required to report anything under mandatory reporting, but I can talk to my supervisor if I believe someone may be at risk, either Mei or her children.

Question 9

Marks	0	1	2	3	Average
%	29	23	35	13	**1.3**

The worker will have a professional attitude to the concern, look at it objectively and discuss the best course of action with the representative or the community. Recognising their own values can impact on how they respond to community values.

The community development worker will have experience working/interacting with clients/communities and have the communication skills to establish trust and respect. The way a community development worker interacts may reflect their own values.

The community development worker will assist the client/community to identify areas of concern. Their values may inform preferred courses of action to ensure the best course of action for communities/clients.

The following is an extract from a mid-range response.

A worker may believe one way is better than the other and be opposed by the client. What the worker believes may not be what the client wants.

Question 10a.

Marks	0	1	Average
%	20	80	**0.8**

A statement of intent that defines WHS objectives and a commitment to health and safety at work

Question 10b.

Marks	0	1	2	Average
%	53	17	30	0.8

Manual handling training for safe lifting techniques – aiming to reduce back accidents/injuries at work. Purchase of manual handling aids (e.g. trolleys and lifting machines).

Introduction of stretching and strengthening exercises to assist workers maintain a level of fitness and be able to manage their work roles safely.

First aid was a popular choice of WHS program.

Question 11a.

Marks	0	1	Average
%	36	64	0.7

The following is an example of a high-scoring response.

A procedure is a set of steps that outlines how to safely and properly execute an action.

Question 11b.

Marks	0	1	2	Average
%	27	38	35	1.1

Reasons procedures can differ between organisations are (any two of the following):

- focus on support
- funding requirements
- program objectives
- skill level of workers
- confidentiality requirements
- locations

The following is an example of a high-scoring response.

Different organisations have different workplace settings and roles. Thus they have different procedures to suit their environment.

Question 11c.

Marks	0	1	Average
%	34	66	0.7

A referral procedure is when a worker cannot assist the client any further and refers the client to an organisation that can assist them.

Workers have a clear process to follow about making a referral when their organisation cannot meet the needs of the client.

The following is an example of a high-scoring response.

Clients are likely to eventually exit the organisation or transfer to another service, so referral procedures are put in place for when the process occurs.

Question 12a.

Marks	0	1	Average
%	29	71	0.7

- avoids confusion for both client and worker
- gives the worker parameters to work within
- sets limits for the workers
- client knows where the boundaries are
- best practice for the organisation

The following is an example of a high-scoring response.

It adds structure to the organization. It's needed for best practice, so clients and workers can have an appropriate relationship, and roles and responsibilities aren't blurred.

Question 12b.

Marks	0	1	2	Average
%	29	41	30	1

Answers could include:

- workers situation is clear in community
- organisation has clear job roles and responsibilities
- professional standards are clear
- job roles have clear duty specifications
- qualifications required for the position
- duty statement for the position
- best practice for the organisation
- community members know who to approach about particular tasks

The following is an example of a high-scoring response.

Workers are experts in their agreed job roles, enabling effective, efficient and productive work. Clients have access to specialised knowledge and resources from expertised workers.

Question 13a.

Marks	0	1	2	Average
%	83	15	2	0.2

A theory that suggests a relationship between their mind and their body, a sense of who the individual is, often based on group membership (e.g. family, football team, social class). The group we belong to enhances our self-image and self-esteem.

The following is an example of a high-scoring response.

Identity theory outlines how factors (eg. social and psychological influences) in a person's life shapes their identity.

Question 13b.

Marks	0	1	Average
%	98	2	0

The Marriage Equality Act

Question 13c.

Marks	0	1	Average
%	69	31	0.3

More recognition of equal rights, people valued as part of the community, spousal rights around death, access, wills.

The following is an example of a high-scoring response.

It allows for people to feel equal and included within the Australian community which makes for a more positive society.

Question 14a.

Marks	0	1	Average
%	69	31	0.3

Part of the community is disadvantaged, have unequal status (e.g in health care, distance from medical services, isolated from their community by lack of public transport, distance from educational facilities).

The following is an example of a high-scoring response.

Structural disadvantage is the lack of resources, infrastructure and facilities like schools and hospitals.

Question 14b.

Marks	0	1	2	Average
%	41	29	30	0.9

- lack of infrastructure (e.g. public transport in new outer suburbs)
- unequal health care, lack of medical facilities, lack of aged care services, lack of psychiatry services
- lack of opportunities in employment, education and services for refugees and migrants

The following is an example of a mid-range response.

Access to appropriate health care services is an example of structural disadvantage in a rural area, as well as a lack of public transport.

Question 14c.

Marks	0	1	Average
%	50	50	0.5

- distance from medical services makes it difficult for the client to access them
- inability for client to access support and transport
- inability of person to access their own language and culture
- business may not want to provide a service, value-based refusal

The following is an example of a high-scoring response.

Individuals lack the resources to access different facilities relating to their health, limiting their ability to make decisions and be in control over their life.

Section C – Case study

Question 1

Marks	0	1	Average
%	64	36	0.4

Social change is a significant change/alteration over time in behaviour patterns, cultural values and norms/changes that have profound social consequences/effects.

The following is an example of a high-scoring response.

An event that causes people to act differently or interact with one another differently.

Question 2

Marks	0	1	2	Average
%	28	45	27	1

- provide training (hairdressing and business studies)
- establishing businesses and thereby employment opportunities
- empowering the community with self-esteem and providing a service to their members, by their members
- building capacity in the community, empowering it to become stronger and more resilient

The following is an example of a high-scoring response.

Members of the community can connect more with other society members, increasing social connectivity. It can benefit the economy and social context, as more jobs can be available through the hairdressing salon.

Question 3a.

Marks	0	1	2	Average
%	19	32	48	1.3

Possible answers included training providers, enthusiastic community members/leaders, local network members, local councillors, apprenticeship networks and secondary schools.

The following is an example of a high-scoring response.

Two potential stakeholders may be young adults looking for work experience / skills and parents because it is a place for them to bring their children to get a hair cut / groomed.

Question 3b.

Marks	0	1	2	Average
%	50	28	22	0.8

Answers could include:

- support provided by the community for the community
- encourages future young people to view study as a positive as it can promote employment
- building self-esteem for individuals and the community
- continuing to provide future support and apprenticeships

The following is an example of a high-scoring response.

The project may be long term sustainable as it could be passed from generation to generation of the people in the community. Another way may be people could save petrol by not having to drive 50 km to get to a salon. This will help economically and environmentally.

Question 4

Marks	0	1	2	Average
%	29	47	24	1

Builds self-esteem, diverts attention away from the negatives of unemployment and addiction to the positives that are happening in the community, provides hope for the young people in the community, provides education and opportunity, and keeps profits within the community.

Question 5a.

Marks	0	1	Average
%	53	47	0.5

This question was well answered.

- people with disabilities
- women
- specific cultural groups
- children

Question 5b.

Marks	0	1	Average
%	62	38	0.4

People with disabilities: wheelchair ramps, handrails and adaptable mirrors to suit wheelchairs.

Children: highchairs for children and adjustable mirrors.

Question 6a.

Marks	0	1	Average
%	39	61	0.6

Asset-based community development

Question 6b.

Marks	0	1	2	Average
%	58	26	17	0.6

- sustainable development for the remote community based on their strengths and potential
- facilitates people to come together, assists with their business development and supports the business
- facilitates positive change using their own knowledge, skills and lived experiences, and develops the experiences for future generations
- identifies assets that currently exist and builds/develops them (building for people infrastructure programs)

The following is an example of a high-scoring response.

The project meets the ABCD strategy by facilitating and using the resources and skills they have already. They do this by using their community strength as well as resources such as the skills and the motivation and passion of the community.

Question 7

Marks	0	1	2	3	4	5	6	7	8	Average
%	12	3	7	8	17	16	22	9	7	**4.4**

Possible answers included:

How can the community development worker identify the community's needs?	Who should be on the steering group?	What resources will be required and how can they be accessed?	How will the project be evaluated?
- conducting surveys - holding a public meeting - focus groups - observation - data collection - consultation	- young adults and parents - those with experience in the area (hairdressing). - people providing funding or resources - community leaders - stakeholders - elders from the community - training providers - apprenticeship providers - networks	- school fundraising, cloud funding, sponsorship - retired equipment - goods in kind - bank loans - online funding (GoFundMe) - available buildings that can be accessed through local council or community groups	- frequency evaluation - ongoing evaluation - evaluation at the end of the project - impact evaluation (after 6 months)

Question 8a.

Marks	0	1	2	Average
%	44	28	29	**0.9**

- number of clients providing positive feedback
- students wishing to take up apprenticeships and complete further study in business
- wellbeing factors in the community
- positive changes brought about in behaviours of young people within the community
- offering child care so members of the community can use the service

Question 8b.

Marks	0	1	Average
%	62	38	**0.4**

Clients providing feedback: thanking them and making sure you continue to offer great service and explore other options they would like to have added to the service (e.g. child care).

Students enthusiastic about having employment options in their community and wanting to continue at school to further their studies in the fields that can provide employment in their community (e.g. other areas that can feed off hairdressing salon such as child care, business, fashion design, makeup artists).