



**2011 VCE VET Community Services GA 2: Written examination**

**GENERAL COMMENTS**

In 2011 the four compulsory units of competence were assessed. These are:

- 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 examination paper had three sections:

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

A number of the questions allowed the more advanced students to demonstrate their knowledge and deep understanding of the subject material. Students are encouraged to go into detail in their answers and provide supporting examples, as well as to review the marks allocated for each question, in order to maximise their opportunities to gain the most marks.

Teachers must give careful consideration to the required skills and knowledge documented in the units of competence.

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

**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	Comments
1	72	4	13	11	
2	3	4	14	79	
3	29	54	14	3	
4	60	7	26	7	
5	6	30	7	57	
6	56	9	19	16	
7	1	70	5	24	
8	2	8	87	3	
9	39	2	13	46	An unstructured activity is best described as play.
10	8	66	16	10	
11	28	7	63	3	
12	5	92	1	2	
13	6	7	78	9	
14	12	21	31	36	
15	23	4	67	7	

**Section B – Written responses**

For each question, an outline (or answer) is provided. In some cases, the answer given is not the only answer that would have been awarded marks.

**Question 1a.**

Marks	0	1	Average
%	5	95	1.0

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## Question 1b.

Marks	0	1	2	Average
%	2	34	63	1.6

Students were asked to provide two reasons why it is important in Australia to have as many people swimming and water safe as possible. A good response would have been: Children and adults are encouraged to learn to swim to prevent drowning, allow them to enjoy water sports and the outdoor way of life we enjoy in Australia. Health and fitness culture is part of the Australian way of life.'

## Question 1c.

Marks	0	1	2	Average
%	6	50	44	1.4

Acceptable responses included:

- explore the option to use a private pool that meets all safety and council regulations; for example, a school pool, gym pool or private pool
- have a time set aside when females can use the pool exclusively, and encourage them to learn to swim and be water-safe
- if there is a multi-pool complex, fence an area around a pool exclusively for females to use any time, allowing for cultural beliefs to be accommodated and encouraging them to learn to swim and be water-safe.

## Question 2

Marks	0	1	2	3	Average
%	22	22	14	42	1.8

### 2a.

Empathy is the ability to consider or understand another individual's situation, needs and feelings. It is the ability to put oneself into another person's shoes.

Full marks were given for reference to being caring and mindful of another's feelings.

### 2b.

For full marks, a complex response was required; for example, sympathy is when you feel sorry for someone and empathy is when you understand how people feel. Empathy is more empowering to those involved.

Responses that simply stated that sympathy is feeling sorry for someone, and empathy is when you understand how people feel, gained one mark.

## Question 3

Marks	0	1	2	Average
%	34	13	53	1.2

Acceptable answers included: TAFE sector, university, private providers, the workplace, an organisation.

Many student responses identified jobs in the sector. These answers were accepted.

## Question 4

Marks	0	1	2	3	4	Average
%	13	4	8	13	62	3.1

### 4a.

Students needed to name an organisation not a sector; some students made the mistake of naming a sector.

Many students chose an organisation that was relevant to their local area, which was accepted.

### 4b.

Questions 4a. and 4b. were related and answers needed to reflect this. For example, the Salvation Army:

- supports people in need with clothing, household goods, etc.
- provides food vouchers
- offers rental assistance
- provides transport where necessary

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- provides emergency accommodation
- offers emotional counselling
- offers financial counselling.

This question was generally well answered. If the answer given in part a. was a sector, marks could still be gained in part b. if the three roles given were relevant for that sector.

## Question 5

Marks	0	1	2	3	Average
%	17	30	22	31	1.7

Students needed to choose any three key principles of advocacy, including:

- protect people who are vulnerable
- empower and enable people who need a stronger voice
- keep clients informed at all stages
- provide a client-centred approach
- act in the best interests of the client
- act with judgment and offer honest, independent advice.

Many students were not clear about the principles of advocacy.

## Question 6

Marks	0	1	2	3	4	5	6	Average
%	4	2	9	4	18	5	59	4.8

### 6a.

Acceptable answers could have included any three of:

- UV exposure
- drowning
- bees and wasps
- dangers from hand-washing and poor food handling
- insects and vermin
- heat exhaustion.

This question was generally well answered.

### 6b.

Again these answers needed to reflect the student's response in part a. For example:

- protection from UV exposure – place umbrellas over seats and have sunscreen readily available for all clients and staff
- safe food handling – display appropriate regulations, keep hand-washing disinfectant readily available
- insects and vermin in workplace – conduct regular pest control inspections
- heat exhaustion – provide easy access to drinking water.

## Question 7

Marks	0	1	2	3	4	Average
%	2	2	5	16	75	3.6

### 7a.

Acceptable answers included any two of:

- allergies of clients
- size of the animals
- sharpness of claws
- strength of the animals
- danger of trips and falls if animals are on the floor
- hand-washing
- animals biting clients
- animals being house trained.

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This question was well answered.

**7b.**

Acceptable answers included any two of:

- provides residents with a tactile experience/activity
- gives them an animal to care for and pat
- promotes a feeling of wellbeing and happiness
- initiates discussion/conversation as they can share the experience and/or reminisce about pets they have had in their lives
- gives them a non-judgemental emotional outlet.

## Question 8

Marks	0	1	2	3	4	Average
%	11	19	25	26	20	2.3

It was evident that this was a very challenging question for students and both parts a. and b. were poorly answered.

**8a.**

Acceptable answers included any two of the following. They may:

- prefer a male to work with elderly men for a specific job
- want male role modelling when working with children
- believe that males may have a specific understanding of the target group
- be working in a specific program; for example, big brother, youth work, men's shed program, gay/homosexual programs
- have had a request from a client.

**8b.**

Acceptable answers for this section included any two of the following. They may need to:

- work in Aboriginal communities
- understand the values, needs, language and attitudes of their culture
- empower the Aboriginal community to access their culture.

This question was not well answered.

## Question 9

Marks	0	1	2	3	4	Average
%	17	5	27	6	46	2.6

**9a.**

Acceptable responses included any two of:

- family day care
- home-based aged care services
- meals on wheels
- disability home care
- aged care assessment services
- domestic support.

**9b.**

This question was linked to part a. Acceptable responses included:

- family day care – caring for children in the home
- aged care and disability home-based care – cleaning services, and caring services to support clients in the home
- meals on wheels – support for clients at home who cannot cook, who are visually impaired, who cannot access shops to purchase food, etc.

## Question 10

Marks	0	1	2	3	4	5	Average
%	4	5	18	22	18	33	3.4

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## 10a.

A right is an entitlement as a citizen and a client of a community service.

## 10b.

The right to (two of):

- have access to their file
- privacy
- freedom of speech
- equality, participation and access
- have a say in the decision making process.

This part of the question was well answered; the majority of students knew what rights clients have.

10c. A responsibility is what is expected of a client in terms of a services provider, other clients and the law. The difference is that a right is an entitlement and a responsibility is an obligation.

Students struggled with this question.

## Question 11a.

Marks	0	1	Average
%	35	65	0.7

A case plan is a set of goals and an agreed means of working towards these goals collaboratively (the client and case manager).

## Question 11b.

Marks	0	1	2	3	Average
%	6	7	16	71	2.5

Acceptable answers included any three of:

- reasons for intervention
- family history
- short-term and long-term goals
- cultural and social issues
- involvement with other support agencies
- significant events and decisions
- contact details (name, age, address, contact details, etc.)
- current situation
- significant others.

This part of the question was well answered.

## Question 11c.

Marks	0	1	2	Average
%	10	21	69	1.6

Acceptable responses included any two of:

- interview the client
- check government records
- check previous files; for example, from school
- talk to family members.

## Question 12

Marks	0	1	2	Average
%	11	36	53	1.4

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Active listening includes a range of strategies that can be used to foster open communication, including body language, eye contact, appropriate questioning/open-ended questioning, avoiding jargon and paraphrasing.

It also fosters communication and builds rapport.

One mark was given for a description or an example of active listening; two marks were given for explaining why it is important.

## Question 13

Marks	0	1	2	Average
%	48	27	25	<b>0.8</b>

Acceptable answers included any two of:

- a holistic approach
- delivery of appropriate services
- community education
- commitment to empowering the consumer
- promotion of health and wellbeing
- healthy communities
- commitment to meeting the consumer needs
- upholding the rights of the consumer.

This question was poorly answered.

## Question 14

Marks	0	1	2	Average
%	69	11	21	<b>0.5</b>

A holistic approach meets all the needs of the person/client: emotional, physical, spiritual, social, cognitive and psychological.

## Question 15

Marks	0	1	2	Average
%	35	30	35	<b>1.0</b>

Acceptable answers included any two of:

- technology
- government legislation
- increased awareness of health
- changes in workplace ethics
- casualisation of the workforce
- changes in the work environment
- staff education
- funding regulations
- qualifications
- cultural requirements.

## Question 16

Marks	0	1	2	3	4	5	6	Average
%	6	10	25	19	21	13	6	<b>3.0</b>

Many students divided their answer into the sub-sections, and answered each section. This was a good strategy as it allowed them to work through each point. Below is a sample of the type of response that was expected.

The following is one possible way of answering this question. However, this extended response question was marked using descriptors.

Features that would assist people with a disability in using the building would include having available parking close to the facility, perhaps near the ramp. A ramp would give easy access to people using a walking frame or a wheelchair.



Also, the building should have an automatic door and a larger foyer area to accommodate wheelchairs and equipment, as well as disabled toilet and bathroom facilities.

In the auditorium, having spaces set aside for anchoring wheelchairs, with good visibility for performances, would enhance the teenagers' access to theatre. Other features could include space for games, having space to set up tables for their use and space to allow for movement around the tables. If there is a large space, this could allow for more vigorous pursuits; for example, wheelchair basketball.

There would need to be easy access to kitchen facilities, for refreshment purposes and encouraging independence. Having wider and automatic doors would be inviting and welcoming to teenagers and people with mobility issues in general.

## Section C – Case study

It was essential that students read the scenario material carefully in order to give appropriate responses in this section; answers needed to reflect an understanding of the context. Identifying key terms, demonstrating an understanding of them and providing examples were also important in this section.

### Question 1

Marks	0	1	2	Average
%	17	18	65	1.5

Groups could include any two of: Scouts, service clubs (Rotary, Lions), schools, sporting groups, local council, ethnic groups (Italian, Greek clubs, etc.), bands, business groups such as chamber of commerce, police and emergency services, local wineries, activity groups, indigenous groups, drama groups, culinary groups, choral groups, etc.

### Question 2

Marks	0	1	2	Average
%	18	24	57	1.4

Possible barriers could include any two of: language, time, transport, access, focus of groups, gender, funding, advertising, time management, etc.

### Question 3

Marks	0	1	2	3	Average
%	10	16	28	45	2.1

Answers could include any three of: regular meetings, interpreters, time allowed for discussion, active listening to all ideas, setting dates and times of meetings, delegate tasks, encourage teamwork, develop conflict resolution skills, etc.

### Question 4

Marks	0	1	2	Average
%	27	29	44	1.2

Services to help access the festival could include two of: concessions (for pensioners, seniors and locals), bus services, crèche and child care, wheelchair access, signage in different languages.

### Question 5

Marks	0	1	2	3	Average
%	23	23	24	30	1.6

Answers could include any three of: Auslan interpreter, clear inclusive signage for toilets and other amenities, security clearly named, welcoming signage in all languages, volunteers clearly identified, announcements and programs in all local languages.

### Question 6

Marks	0	1	2	Average
%	20	20	60	1.4

Answers could include any two of: first aid staff, ambulance, police/security, dangerous areas roped off, electricians on hand, disabled toilets, fire extinguishers/fire service for cooking fires.

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## Question 7

Marks	0	1	2	Average
%	7	27	66	1.6

Answers could include any two of: reflective practices, relaxation techniques (for example, yoga or pilates), indoor and outdoor exercise regimes (for example, gym, walking, jogging, surfing, swimming, cycling), music (playing and/or listening), gardening, time management techniques, delegation, etc.

## Question 8

Marks	0	1	2	Average
%	18	42	40	1.2

The local council needs to know which cultural backgrounds would be represented, and to make sure that the toilet facilities are appropriate and that there are various food options available (halal, vegan, vegetarian, etc.). The cultural considerations need to be taken into account, but they still have to meet the council's regulations.

## Question 9

Marks	0	1	2	Average
%	7	19	74	1.7

Acceptable responses included any two of: philanthropic trusts, raffles, entry fees, sponsorships, state government, federal government.

## Question 10

Marks	0	1	2	3	Average
%	8	7	41	43	2.2

This question was well answered, with many students explaining that they could advertise on Facebook and television, posters throughout the community, word of mouth, etc.

## Question 11

Marks	0	1	2	Average
%	5	17	78	1.7

Answers to this question included: speak to locals about concerns they may have and place strict time limits on the festival and have access for trucks moving large loads.

Students gave some very creative answers to this question regarding the noise levels and managing the parking.