

GENERAL COMMENTS

The four compulsory units of competency assessed in the 2014 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 of the 2014 examination were:

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

Questions 4, 6, 7 and 9 allowed students to demonstrate their knowledge and deeper understanding of the subject matter. Students were encouraged to go into detail in their answers and to provide examples to support their responses.

Teachers and trainers should refer to the examination 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 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	79	18	3	1	
2	4	7	5	83	
3	23	72	5	0	
4	4	23	4	70	
5	2	10	58	30	
6	2	1	95	2	
7	86	6	5	3	
8	12	5	4	79	
9	13	52	4	32	
10	14	4	21	61	
11	86	2	5	7	
12	66	31	0	3	
13	38	27	19	16	The best description of recreation was option A – a structured activity that provides a purposeful pursuit.
14	21	51	23	5	
15	33	18	39	10	The philosophy of many organisations in the leisure and health industry respects the right of the client to choose and participate in a preferred leisure activity.

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

Section B – Written responses

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

Question 1

Marks	0	1	2	Average
%	11	31	58	1.5

The benefits of networking for a community services worker can include:

- providing support and guidance for and from other professionals
- may help to get tasks completed quicker and more cost effectively
- ability to source inside information
- ability to exchange work ideas
- can be used for lobbying, and developing contacts with suppliers and services
- keeping up with current trends and research.

Question 2a.

Marks	0	1	Average
%	41	59	0.6

The aim of the organisation, the purpose of the organisation or a statement of intent of the organisation

Question 2b.

Marks	0	1	2	Average
%	21	23	56	1.4

Students were required to provide a detailed explanation that included any two of the following.

- providing a framework for employees
- employees have a better understanding of the goals and aims of the organisation, and the policies and procedures can guide their work

Question 3a.

Marks	0	1	Average
%	7	93	1

Any one of:

- a community is a geographic location/place
- a neighbourhood
- a community with shared obligations, goals and responsibilities.

Question 3b.

Marks	0	1	Average
%	13	87	0.9

Answers could have included:

- access to resources
- ability to work together for social change/working together
- source of support
- enables participation
- prevents isolation.

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Question 4a.

Marks	0	1	Average
%	4	96	1

72%

This graph-based question was answered well. Answers between 70% and 80% were accepted.

Question 4b.

Marks	0	1	Average
%	8	92	0.9

Females

Question 4c.

Marks	0	1	2	Average
%	5	22	73	1.7

The two factors given could have included:

- working long hours
- working to tight deadlines
- working with clients who display challenging behaviour
- working with clients who are difficult
- poor organisational skills.

This question was answered well.

Question 4d.

Marks	0	1	2	Average
%	7	28	65	1.6

Two ways of reducing stress could have included:

- yoga
- meditation
- providing a gym for staff
- effective and regular supervision to identify stress
- debriefing after a stressful situation
- lessening workload and sharing tasks.

Question 5

Marks	0	1	2	3	4	Average
%	8	6	20	28	37	2.8

Barriers could include transport, language and accessibility to the service. Using transport as an example, a person may be in a wheelchair and cannot access the building. Therefore, ramps may need to be installed for wheelchairs, wheelie walkers and people using walking sticks.

Question 6a.

Marks	0	1	Average
%	84	16	0.2

This question was poorly answered. Students did not know what 'statutory' means – a regulatory framework founded on law, a legal requirement, what is deemed necessary by law.

Question 6b.

Marks	0	1	2	Average
%	80	16	4	0.3

The titles of two Acts were required; for example, any two of the *Privacy Act*, *Occupational Health and Safety Act*, *Equal Opportunity Act*, *Disability Discrimination Act*, *Child Protection Act*, *Aged Care Act* or *Mental Health Act*.

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Question 7

Marks	0	1	2	3	4	5	6	Average
%	7	3	8	21	21	20	19	3.8

This was a scenario question, encouraging students to develop their answers.

Responses could have included a discussion of the following.

Discussion on the rights of the client: Housing is a United Nations human right

1. Consultation and provision of information about the move and relocation of the client
2. Respect for privacy and confidentiality of client's information.
3. Consultation about client's preferences for relocation to be near to medical facilities, transport, etc.
4. Searching for suitable properties that are affordable, sharing property visits with client and working with clients and real estate agents
5. Networking with real estate agents and housing authorities
6. Discussion with Centrelink about rent assistance
7. Working with client in making arrangements for renting the property
8. Other agencies about assistance with furniture, appliances, clothing and food
9. Assisting clients to manage the stress of relocation and assistance in relocating
10. Organising with client suitable times for relocating, moving support
11. Financial support could be applied for from the local council, service clubs, agencies and Centrelink
12. Support for client in making move a happy one for the client, ensuring it is stress-free and settling clients into their new accommodation

The following is an example of a good response.

Firstly to gather information on the clients needs and their desired outcome, and build a trusting rapport by the use of positive language etc. This would help in finding what would be suitable, you could then research available accommodation that reaches the requirements. The rights of the client must be discussed with them, these rights are the rights to choose where they live, the right to decline assistance (if mentally ill capable of making that decision) and then effectively manage the relocation by investigating remobilists to assist the client. You would also investigate available financial support and discuss with the client how this will benefit them.

Finally you would have to take action in relocating the client in a suitable and timely way.

Question 8a.

Marks	0	1	2	Average
%	32	36	32	1

Answers could have included two of the following reasons.

- funding program may have specified the group as Indigenous youth
- unemployment may be a problem for the youth
- preference for Indigenous youth to work in their own communities
- VCAT exemption

Question 8b.

Marks	0	1	2	Average
%	8	21	71	1.6

Students provided some excellent answers to part b.

Answers could have included the following points.

- keeps the individual busy and focused on developing skills
- unemployment may be a problem for the individual
- empowering for the individual as they build their skills and participate in work experience
- builds confidence, develops independence
- improves employability

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Question 9a.

Marks	0	1	2	3	4	Average
%	22	2	6	16	54	2.8

This question was well answered but students should have named a leisure provider at a state or national level. Local leisure providers were accepted, but sometimes the name was spelt incorrectly or it was the wrong name and could not be verified.

Using the YMCA as an example of a leisure provider, three of the following services could have been given as answers.

- gym and fitness programs
- swimming programs
- after-school care
- nutrition programs
- basketball, netball, table tennis, volleyball, etc.
- seniors' fitness programs

Question 9b.

Marks	0	1	2	Average
%	21	11	68	1.5

Still using the YMCA as an example, the services identified in part a. could enhance a client's wellbeing in (one of) the following ways:

- seniors' fitness program: encouraging fitness
- gym and fitness programs: providing programs designed specifically for the client
- nutrition program: encouraging healthy eating
- after-school care: providing a safe environment after school.

Question 9c.

Marks	0	1	Average
%	41	59	0.6

The YMCA would benefit by:

- encouraging a wider range of people to join in and increasing their client base
- becoming more profitable and enhancement of its image and programs.

Question 10a.

Marks	0	1	Average
%	78	22	0.2

This question was not answered well. A simple definition was required.

The following is an example of a good response.

Conciliation means to have a third party involved to help make the decision.

Question 10b.

Marks	0	1	Average
%	73	27	0.3

Students could have given either of these reasons.

- gives both sides ownership of the solution
- leads to a resolution

The following is an example of a good response.

This is important as it empowers people to resolve the issue they are facing in a fair and reasonable way.

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Question 11

Marks	0	1	2	3	Average
%	22	14	15	48	1.9

Students could have given any three of the following examples.

- organisations: schools, government departments, police, medical services, health services, insurance organisations, employment organisations
- groups: families, friends and friendship groups (for example, church groups, community groups and support groups)

Question 12

Marks	0	1	2	3	Average
%	12	20	31	37	1.9

General categories and specific examples were accepted, such as:

- intellectual property and resources
- ownership of materials
- protection of human rights and community rights
- beliefs, values and philosophies
- confidentiality and privacy
- safe environments for people and workers
- environments free from assault
- recognising and respecting cultural identities.

The following is an example of a good response.

It protects the cultural customs, values and beliefs of people. It also protects a person's dignity and protects them from discrimination.

Question 13a.

Marks	0	1	2	Average
%	10	42	48	1.4

Answers could have included:

- to find out the impact on the health of, or physical effects on, local residents (for example, asthma, respiratory diseases)
- to find out the impact on the environment, including native flora and fauna
- for scientific purposes for future generations.

The following is an example of a good response.

As it can have negative health effects on the local residents that may be preventable. To gather information on the effects for the future and for scientific purposes.

Question 13b.

Marks	0	1	2	Average
%	44	29	27	0.9

The ethical dilemma the council had to consider was weighing the health of their ratepayers against the pollution caused by the factories that provide employment in the region.

It is important that students read questions carefully as many students did not answer the question. Many answers gave only one side of the dilemma.

The following is an example of a good response.

An ethical dilemma may occur if it is found that the pollutants are negatively affecting residents and the council does not do anything to terminate the factories.

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Question 14a.

Marks	0	1	2	Average
%	20	25	55	1.4

Answers could include any of the following points.

- clients develop their skills to contribute to their level of satisfaction and growth (empowerment)
- clients can articulate their ideas, and their goals reflect their skills and knowledge
- clients can improve their learning and develop skills that contribute to the effective completion of their tasks

Question 14b.

Marks	0	1	Average
%	33	67	0.7

Students could have given one of the following examples.

- Clients are encouraged to identify their aims and goals.
- Clients can identify what they want to improve on.
- Clients can improve their employability.
- Clients can develop their technology skills.
- Clients can use a coaching approach to assist with the process – keep feedback sheets, engage in discussions with a supervisor.

Question 15a.

Marks	0	1	2	Average
%	21	26	53	1.3

Any two of the following types of communication were accepted.

- verbal
- non-verbal
- written

This question was generally well answered

Question 15b.

Marks	0	1	2	Average
%	23	25	52	1.3

Any two of the following communication techniques were accepted.

- reflective and active listening techniques
- empathy
- respectful responding
- asking questions
- using clarifying and summarising questions
- maintaining eye contact
- paraphrasing
- positive body language

Question 16a.

Marks	0	1	2	Average
%	21	21	58	1.4

Students could have given two of the following reasons.

- when the relationship does not serve the interests and needs of the client
- client–worker relationship is not working (no rapport)
- referral to another service, the right to seek another opinion and engage another service
- client and worker unable to attend the sessions due to a change in circumstances, availability and/or location
- case plan is finished

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Question 16b.

Marks	0	1	2	Average
%	15	37	49	1.4

This question was well answered. Students could have given two of the following responsibilities.

- find appropriate replacement services or provide a referral to another service
- finalise and have support in place to enable the client to move away from the relationship
- maintain the privacy of the client's information, keep documentation confidential or dispose of it appropriately

Section C – Case study

Question 1

Marks	0	1	2	Average
%	59	24	17	0.6

The following are examples of the policies students could have been given.

- occupational health and safety (OH&S)
- work health and safety (WHS)
- safe food handling
- first aid
- equal opportunity
- duty of care

Question 2a.

Marks	0	1	Average
%	25	75	0.8

Examples of compulsory training include:

- teacher/trainer qualification
- first-aid certificate
- safe food handling certificate
- behaviour management training
- WHS/OH&S certificate.

Question 2b.

Marks	0	1	2	Average
%	7	17	76	1.7

Examples of skills include:

- practising good hygiene when working with food
- how to treat allergies
- teaching skills
- working with interpreters.

Question 2c.

Marks	0	1	Average
%	17	83	0.9

Training is important in order to:

- ensure safety in the kitchen
- avoid food poisoning
- avoid food contamination
- learn how to store food in a refrigerator.

Question 3

Marks	0	1	2	Average
%	13	28	59	1.5

Examples of resources include:

- hands-free washing facilities
- an industrial kitchen

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- space for food preparation
- a non-slip floor
- appropriate refrigeration.

This question was well answered.

Question 4

Marks	0	1	2	Average
%	23	39	39	1.2

Access issue: wheelchair, walking frame, transport to facility

Equity issue: language support, financial support, disability support, opportunity to be in class support

Question 5

Marks	0	1	2	Average
%	6	19	75	1.7

Acceptable answers could include any two of the following possible sources of funding.

- government programs
- grants
- funding from local councils
- food companies
- services clubs
- philanthropic organisations

This question was well answered.

Question 6

Marks	0	1	2	3	Average
%	6	15	38	42	2.2

Acceptable answers could include any three of the following possible factors.

- dietary requirements
- cultural food requirements
- participants' allergies
- availability and cost of ingredients
- religious beliefs
- language

Question 7a.

Marks	0	1	2	Average
%	13	18	69	1.6

Examples of ways in which the program can empower clients and their families include:

- learn to budget for a meal
- prepare and cook a healthy meal
- learn about their personal wellbeing
- develop confidence in cooking skills
- learn the safe way to store food to avoid food poisoning
- learn how to use appliances in the kitchen
- develop a routine to prepare a meal
- engage in a social experience and learn about new foods.

The following is an example of a good response.

1 By giving them skills and knowledge to be able to prepare these meals on their own.

2 Because after these classes they may be inspired to make positive life style change; which can enhance their health and wellbeing.

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Question 7b.

Marks	0	1	Average
%	14	86	0.9

The program would promote good health and wellbeing in the community by:

- encouraging clients to think about healthy food
- encouraging clients to purchase or grow their food, develop community gardens
- giving the client more energy and helping them understand the importance of their health
- helping the client develop an understanding of a balanced diet
- teaching the client about the structure of a meal and their ultimate wellbeing.

The following is an example of a good response.

Because it will reduce the risk of conditions like diabetes, obesity or cardiovascular disease and also contribute positively to the sustainable development of the community.

Question 8

Marks	0	1	Average
%	62	38	0.4

The *WHS Act* and the *OH&S Act* were both accepted, as was the *Privacy Act*, *Disability Services Act*, *Equal Employment Opportunity Act* and others. Dates were not required.

Question 9

Marks	0	1	2	Average
%	8	24	69	1.6

Examples of skills include:

- interpersonal skills
- interpreting skills
- cooking skills
- nutritional skills.

This question was well answered.

Question 10

Marks	0	1	2	Average
%	13	28	59	1.5

Two ways in which the success of the program can be assessed include:

- surveys
- interviews
- feedback sheets
- questionnaires
- participation numbers.

This question was well answered.

Question 11

Marks	0	1	2	Average
%	13	29	58	1.5

Two ways of continuing the development of the cooking program include:

- shared discussion about the future of program
- expanding to other neighbourhood houses
- exploring sources of funding
- reflection and action on feedback provided and collected.