

# 2020 VCE VET Community Services examination report

## General comments

In 2020 the Victorian Curriculum and Assessment Authority produced an examination based on the *VCE VET Community Services Adjusted Study Design for 2020 only*.

Students need to read the questions carefully. Many responses did not address the question, and many students had difficulty with some concepts. The multiple-choice questions reflected this, with many students giving incorrect responses.

## Specific information

### Section A – Multiple-choice questions

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

Question	% A	% B	% C	% D	Comments
1	4	0	96	0	
2	0	0	1	98	
3	92	2	5	1	
4	6	1	4	89	The correct response was D. The question asks for collaboration in a community development group, and working together with a community group is collaborating with them. B was incorrect; giving a project to a community group is not collaborating.
5	1	8	76	14	
6	5	57	4	34	
7	1	25	12	61	The correct response was B because it commits to value all individuals. D was incorrect; having a community that includes individuals from various backgrounds may not include all backgrounds or individuals.
8	2	29	0	69	
9	96	0	3	1	
10	32	63	4	1	

Question	% A	% B	% C	% D	Comments
11	4	53	34	8	The correct response was C: to strengthen the capacity of the community and empower its members.  Many students chose option B, which was incorrect. The <b>aim</b> of a rights-based approach is the crucial word in this question, as not every group or individual in a community know their entitlements.
12	1	68	27	4	Option C was incorrect as it is international – United Nations Declaration of Human Rights.
13	5	3	55	37	
14	47	33	13	7	The correct response was A: individual roles that support a group's purpose. The question asks about the composition of the group, not the structure of the group.  Many students incorrectly chose option C, a stable structure of individuals.
15	32	1	12	55	The correct response was D. Here the worker is choosing the activity, not the group, identifying an inappropriate use of power.

## Section B

### Question 1a.

Marks	0	1	Average
%	20	80	0.8

A policy is a statement of intent, outlining action/rules/guidelines/regulations. A set of ideas/plans as a basis for decisions/actions.

### Question 1b.

Marks	0	1	Average
%	34	66	0.7

A procedure/protocols.

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

*Procedure is the set of steps used to carry out a policy.*

### Question 2

Marks	0	1	2	Average
%	8	40	52	1.4

Refers to the limitations of the service, level of skill of worker, capacity and capability of the community services worker, limits of the job description, definition of responsibility, professional relationships, breaches of legislative rules and duty of care.

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

1. *To maintain a professional relationship between the client and community services worker.*
2. *Following the legislation of the Privacy Act 1988 to protect a client's personal information.*

### Question 3a.

Marks	0	1	Average
%	81	19	0.2

Catering for the whole client: emotional, social, cognitive, physical and health development.

This question was poorly answered; many students did not understand the meaning of the term 'holistically'.

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

*This means to take into account the client's physical, mental, spiritual and emotional well-being.*

### Question 3b.

Marks	0	1	2	Average
%	3	32	64	1.6

This question was well answered, with many great examples giving explanations using the two issues.

### Question 4a.

Marks	0	1	2	3	Average
%	15	20	33	32	1.8

Active listening, paraphrasing, body language, eye contact, verbal and non-verbal skills, clarifying questions, open-ended questions, patience, negotiation skills, problem-solving skills, conflict resolution.

This question was well answered.

### Question 4b.

Marks	0	1	2	Average
%	21	33	45	1.2

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

*Skill 1: Asking open and closed ended questions.*

*Example: Asking open/closed ended questions in response to a client eliminates any misunderstandings or misconcepts.*

*Skill 2: Active listening*

*Example: By maintaining eye-contact, the client is able to recognise that the worker is actively listening and will feel empowered.*

## Question 5a.

Marks	0	1	2	Average
%	47	14	39	0.9

Social change: the example most used was the attitude change to the LGBTIQ+ communities, allowing them to marry.

Other changes could be: immigration/asylum seekers, voluntary assisted dying, health care and aged care welfare, single-use plastic bags/plastic pollution/recycling targets etc.

Government policy: Marriage Equality Act.

## Question 5b.

Marks	0	1	2	Average
%	49	20	31	0.8

Families and friends of members of the LGBTIQ+ communities.

Members of the LGBTIQ+ communities themselves.

## Question 6a.

Marks	0	1	Average
%	39	61	0.6

A private issue.

## Question 6b.

Marks	0	1	2	Average
%	67	22	11	0.4

At a meeting with the group: determine the extent of bullying being received within the group, maybe reportable.

Discuss strategies with the group: to manage use of phones, change email addresses or numbers, remove the person (the bully) from your Facebook page.

This part of the question was not answered well, with many responses relating to the individual rather than the group.

## Question 6c.

Marks	0	1	2	Average
%	7	19	74	1.7

The group could run information sessions, invite government representatives to talk to youth and parents in the community about cyberbullying, calling out persons committing the offence, use posters and social media platforms to raise awareness of the harm bullying causes.

## Question 7a.

Marks	0	1	2	Average
%	13	42	45	1.3

Answers could include: to improve their practice/performance, to identify they have met their aims/objectives, to identify if they require further training to meet the needs of a situation, to identify their weaknesses and work on them and continue to develop their strengths.

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

*In order to improve their communication / interpersonal skills and their effectiveness.*

*To ensure their practice adequately provides and meets the clients needs.*

## Question 7b.

Marks	0	1	2	Average
%	15	41	43	1.3

Recognises opportunities for further training, fosters a more sustainable workforce, encourages positive outcomes for the community development team, improves service provision or provides an opportunity for dialogue around issues and concerns.

## Question 8

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	5	10	18	21	19	14	7	3	1	1	0	3.4

This was the extended response question, and some very good responses were given; many students thought carefully about their responses and covered many aspects of the scenario, supporting their work with legislative requirements.

Many students used the headings and dot points provided.

The following is an example of a mid-range response. This response did not address the actions of Sara's daughter and the missing funds from the debit card but covered many other aspects of the scenario.

*The community service worker should communicate with Sara and gain her input through discussion. The worker should also talk to relevant organisations and support groups that can cater to her needs and issues such as SCOPE and Meals on Wheels.*

*These organisations can provide assistance and information about her physical disability as well as provide meal preparations to minimise her work load.*

*Sara's rights include her rights to equal access to resources, opportunities, infrastructure and appropriate care. She's entitled to receiving optimal services, regarding her mental, social, financial and physical circumstances.*

*Ethical principles to consider would be privacy and confidentiality requirements. The worker should only obtain relevant information and should not disclose personal information without her consent. The worker should also consider the Age Discrimination Act and ensure their services do not infringe Sara's self-determination or human rights. The worker should recognize that despite her issues – physical or financial- and that they do not impose their own values onto her.*

The community services worker's role is to identifying her public and private issues, such as her physical disability, her distant relationship with her children and her current financial difficulties. The worker should then network and research to gain information and inform her of options. The worker should not assume her needs without communicating with her properly. The worker should also be aware of their work boundaries and shouldn't cross their set roles and responsibilities.

The community services worker can refer her to the Salvation Army, which can provide assistance to minimize her money concerns. They could suggest alternative options such as encouraging her to live with her eldest daughter, where they can live together, bond and re-establish their distant relationship. Her eldest daughter can also help support with her needs, and reduce the financial burden.

The following is an example of what a high-scoring response should have covered.

- Who could the community services worker talk to?
  - Sara: advise/warn her about what her daughters are doing – keep in mind Dignity of Risk; Sara is allowed to make her own decisions.
  - The other support workers: they may help Sara with getting financially back on her feet.
- Sara's rights:
  - The right to make her own decisions – if Sara allows her daughter to spend her money, she is allowed to do so.
  - The right to be informed of how her daughter's actions will affect her.
- Ethical / Legal principles:
  - Dignity of Risk: after warning Sara of the risks, Sara is the one who gets to decide whether to continue lending her daughter money or not.
  - Information here is not to be disclosed to anyone without Sara's permission. For example, giving information to Sara's friends in order to help her will be breaching the principle.
- The community services worker's role:
  - Their role is only to help Sara with her weekly grocery shopping and meal preparations.
  - They are allowed to warn Sara but cannot make any decisions on her behalf.
- Actions to help manage the situation:
  - Encourage Sara to take into account her financial situation before lending her daughter money.
  - Assist Sara to prioritise her spending.

## Question 9a.

Marks	0	1	2	Average
%	62	22	16	0.5

Socialisation theory is the impact or influences of groups and individuals, peers and peer groups, and parental figures on the development of the individual, their personality and behaviours.

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

*It's the theory that as people grow and develop we learn our social skills from those around us and what we are expose to as we get older.*

## Question 9b.

Marks	0	1	2	Average
%	63	23	14	0.5

Children learn acceptable behaviours/manners/customs at home. School and sporting club environments offer role models for children to aspire to: for example, with regards to their physical health. Children’s social networks develop throughout their school years, both primary and secondary.

### Question 10a.

Marks	0	1	Average
%	49	51	0.5

In community services, a network is a collection of people/organisations sharing common interests, exchanging information, developing professional contacts and social contacts.

Some students responded with information about IT computer networks instead of networks in community services.

### Question 10b.

Marks	0	1	2	Average
%	29	35	35	1.1

Discussing common issues, sharing information and knowledge, sharing challenges, sharing best practice ideas, and providing financial and legal oversight.

### Question 11a.

Marks	0	1	2	Average
%	3	18	78	1.8

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

*The current date brings bad memories of colonization.*

*They believe it is disrespectful to celebrate the Aboriginal and Torres Strait Islander people’s ancestors having their land invaded.*

### Question 11b.

Marks	0	1	2	Average
%	4	31	65	1.6

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

*To keep tradition – Australia Day has always been on the 26th of January.*

*They don’t understand the deeper meaning of changing the date.*

### Question 11c.

Marks	0	1	2	Average
%	22	40	38	1.2

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

*Example 1: Acknowledging past, presence and emerging Aboriginal and Torres Strait Islander, ATSI before meetings.*

*Example 2: Ensuring the organization provide a culturally safe environment. (eg. Paintings of ATSI being displayed as artwork).*

## Question 11d.

Marks	0	1	Average
%	40	60	0.6

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

*Example: Providing a culturally safe environment*

*Explanation: ATSI communities are more likely to feel empowered and be willing to engage with the communities as the paintings might create connection therefore promoting a sense of belonging.*

## Question 12a.

Marks	0	1	2	Average
%	27	45	28	1.0

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

*Social issues are issues that impact the ability of a society to function whereas health issues refer to issues relating to the physical and mental health of community members.*

## Question 12b.

Marks	0	1	2	Average
%	22	34	44	1.2

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

*Social issue: Racism*

*Health Issue: Obesity*

## Question 12c.

Marks	0	1	2	3	Average
%	25	15	29	31	1.7

Climate change: heats up the earth, making for very dry conditions, causing catastrophic bushfires and smoke, thus causing health problems for people suffering respiratory problems.

Homelessness: may be caused by ill health or lack of financial ability of the person suffering from it, can lead to poor health and deteriorating mental health.

COVID-19: In Victoria, COVID-19 was the cause of a significant lockdown to prevent the spread of the virus. This, in turn, caused people to feel stressed because they were confined to their homes and could not visit family and friends, causing their mental health to deteriorate. Both social and health issues.



## Question 13a.

Marks	0	1	2	Average
%	24	39	38	1.1

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

*A community action plan is a plan that strategizes and outlines the steps that need to be taken to reach the goal.*

## Question 13b.

Marks	0	1	2	Average
%	29	29	42	1.1

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

*Identify the strengths and capacity of the community.*

*Strategizes ways in order to reach the goal.*

## Section C

This section was well answered, with many students providing thoughtful responses to the scenario.

### Question 1

Marks	0	1	2	Average
%	19	58	23	1.0

Any two of the following:

- Census/the Australian Bureau of Statistics
- Centrelink
- Department of Education Statistics for Truancy
- local council
- internet – government website.

### Question 2

Marks	0	1	2	3	Average
%	18	27	37	19	1.6

- Salvation Army
- Anglicare
- St Vincent de Paul Society
- ACOSS
- Homelessness Australia
- Mission Australia
- Street-smart Australia
- Launch Housing
- Red Cross.

Some students used a local area or regional community service organisation; these were checked and, if correct, accepted.

### Question 3

Marks	0	1	2	Average
%	5	26	69	1.6

Stakeholders could include the homeless, parents/family of students, other schools, teachers, community service organisations.

### Question 4

Marks	0	1	2	Average
%	24	31	45	1.2

- Provides information about homelessness.
- Encourages people to get involved and help provide food (basic human right).

Answers could also include to raise awareness, break down stigma, address bias/misconceptions in the community, create a more empathetic community or deliver facts and figures about homelessness.

### Question 5

Marks	0	1	2	Average
%	11	20	70	1.6

The following are examples of high-scoring responses.

*Why do you think someone would become homeless?*

*How would you assist someone who is homeless?*

### Question 6a.

Marks	0	1	2	Average
%	11	20	70	1.7

Answers could include a survey form at the end of the program, an online survey/poll, a peer group survey or a questionnaire.

### Question 6b.

Marks	0	1	2	3	Average
%	8	12	31	49	2.2

Program: To assess whether families knew about homelessness in their area and whether they understand the problem.

Teacher: To ensure the teacher is enthusiastic about delivering the program, understands and is aware there may be children at school experiencing homelessness, and to identify whether improvements can be made to the delivery of the program.

Community worker: To explore what was successful with the age group, to ensure the activities were suitable and the program was not distressing for the children, and to identify changes that can be made to make the program suitable for older children.

## Question 7a.

Marks	0	1	Average
%	53	47	0.5

- Ask a person/parent or community organisation to collect the tins of food and distribute them.
- Acknowledge and thank the children and families for their support.
- Suggest students write an article in the school newsletter and spread the message to the wider school community.
- Present a certificate of appreciation to the school/class.
- Introduce the program to other schools.

Many responses did not address the question.

## Question 7b.

Marks	0	1	2	Average
%	11	27	61	1.5

Responses could include:

- Encourage families to volunteer with organisations that help homeless people.
- Children may set up weekly donations to the program.
- Families may support a low-income family within their school community.
- Set up publicity pamphlets and hold regular fundraisers at the school.

## Question 8

Marks	0	1	2	3	Average
%	11	8	25	56	2.2

Responses could include:

- Have a research project about homelessness in their community for the older students.
- Ask people who have experienced homelessness to participate as guest speakers.
- Explore other ways to assist the homeless – provide blankets for keeping warm, washing machines to clean their clothes, offer the use of school showers in the gym.
- Volunteer to work in a community services organisation and distribute food parcels.

## Question 9

Marks	0	1	2	3	Average
%	5	3	8	83	2.7

Responses could include:

- addiction to alcohol or drugs
- family breakdown
- financial concerns such as poverty, gambling

- domestic violence
- being kicked out for identifying a certain way (e.g. LGBTQ+)
- social isolation
- shortage of affordable housing.