

2021 VCE VET Community Services external assessment report

General comments

Students generally performed well in the 2021 VCE VET Community Services examination, with some excellent responses in many of the papers. However, students need to read the questions more carefully. Many responses confused the roles of community development workers and community service workers, and many students had difficulty distinguishing between some community services concepts, such as dignity of risk and duty of care. The multiple-choice questions were generally well answered.

Specific information

Note: 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.

Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

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 following table indicates the percentage of students who chose each option.

Question	Correct Answer	% A	% B	% C	% D	Comments
1	C	2	2	95	0	
2	D	0	0	0	99	
3	C	2	1	97	0	
4	A	96	0	4	0	
5	D	0	22	0	77	
6	D	3	8	9	80	Option D is correct as disclosure is about sharing personal information with a community services worker. Option C is incorrect because it relates to community development work.
7	B	0	85	13	1	
8	C	25	0	74	0	A mission statement is about the values and ethics of an organisation (option C), not about the decision-making process within an organisation (option A).
9	A	99	0	0	0	
10	C	0	14	82	3	
11	A	98	1	1	0	
12	A	95	1	3	0	
13	D	1	4	2	93	
14	B	24	73	3	0	
15	D	0	1	4	94	

Section B

Question 1a.

Marks	0	1	Average
%	31	69	0.7

Community services work involves working with individuals to help them improve their life and make it easier for them.

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

Community services work involves a broad variety of people and / or organisations working together to help individuals live their best life.

Question 1b.

Marks	0	1	2	Average
%	6	13	82	1.8

This question was generally well answered. Accepted local organisations included MensLine, Kids Helpline, Lifeline, Headspace, Beyond Blue, ReachOut and SuicideLine.

Question 2a.

Marks	0	1	Average
%	36	64	0.7

Group dynamics are the attitudes and behavioural patterns of a group, the way in which groups relate, and the power balances and conflicts.

Question 2b.

Marks	0	1	2	3	4	Average
%	76	1	0	1	24	1.0

Many students appeared to confuse communication skills with the four stages of group dynamics. The four key stages of group dynamics are forming, storming, norming and performing.

Question 2c.

Marks	0	1	2	Average
%	29	34	37	1.1

Roles could include any two of:

- group leader
- facilitator
- secretary
- note taker
- minute taker
- chair
- active participant
- group member
- treasurer.

Also accepted was a description of a role.

Question 3a.

Marks	0	1	Average
%	67	34	0.4

Acceptable answers were:

- the Universal Declaration of Human Rights
- the UN Declaration of Human Rights
- the Charter of Human Rights and Responsibilities
- the Charter of Human Rights
- the Charter.

Question 3b.

Marks	0	1	2	3	4	Average
%	6	10	13	22	50	3.0

The question asked students to identify a human right and it was generally well answered; responses that identified acts were not accepted.

- individual/client: right to shelter, right to be free from domestic violence/abuse, right to be safe, right to be free
- family/children: right to housing, right to education, right to go to school, right to be safe, right to be free from bullying
- student: right to safety, right to access education, right to be treated fairly
- community development worker: right to manage their job without threats, right to be respected, right to work, right to be heard and be respected.

Question 4a.

Marks	0	1	Average
%	46	55	0.6

This question about dignity of risk was poorly answered. The following is an example of a high-scoring response.

[Dignity of risk is about] upholding peoples' entitlement to make their own decisions and undertaking the associated risks.

Question 4b.

Marks	0	1	2	Average
%	47	24	29	0.8

Students were asked to provide an example of dignity of risk in a disability setting, for example, allowing a person with a disability to decide if they can go on an excursion to the shops by themselves.

Question 4c.

Marks	0	1	2	Average
%	30	33	37	1.1

Many students appeared to have difficulty distinguishing between dignity of risk and duty of care.

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

Duty of care is the legal obligation of workers to ensure the client is safe from any foreseeable harm, and that any hazards are completely disposed of.

Dignity of Risk and duty of care are both linked as they both ensure the health and safety of the individuals.

Question 5a.

Marks	0	1	2	Average
%	4	15	81	1.8

This question presented students with a scenario and allowed them to think through their responses. The three parts were generally well answered, with many students getting full marks.

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

As I have never led video conferencing before, it may be difficult to manage ways to access / learn how to use it.

There may be people who do not have mobile phones so it may be difficult to raise enough funds to supply them with that technology.

Question 5b.

Marks	0	1	2	Average
%	3	15	83	1.8

Possible answers:

- You can develop and improve your video conferencing skills and communication skills with emails and online chats.
- You can link with them at a time that suits them, which gives better positive outcomes for your work.

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

It will be easy for young people to access since they do not need to travel the great distance.

It will save a lot of time since technology usually works very quickly.

Question 5c.

Marks	0	1	2	Average
%	3	14	84	1.8

Other responses could also include:

Possible answers include:

- Students may have difficulty communicating online.
- Students may have difficulty participating in online chats.

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

They may have internet problems since they use technology – or slowed internet.

They may feel distracted and less motivated to contribute since they are working from home.

Question 6a.

Marks	0	1	2	Average
%	29	33	38	1.1

Some students struggled with this question. Acceptable answers included:

- A communication protocol is a behaviour that shows the worker respects the community and its members.
- The standards of appropriate communication between client and worker, worker and colleague.
- Acceptable standards of communication, best practice, positive roles between client and worker (e.g. phones on silent).

Question 6b.

Marks	0	1	2	Average
%	33	39	28	1.0

Acceptable answers included:

- Acknowledgement of country, identifying the traditional owners of the land/area before the commencement of the meeting.
- Acknowledging special/important people attending the meeting, introducing themselves, organisation, position and agenda, cultural meetings detail.

Question 7

Marks	0	1	2	Average
%	8	29	63	1.6

Students needed to list two reasons why community engagement is important.

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

- 1 *To ensure participation – getting many people involved in the program and incorporating inclusivity to form a positive atmosphere.*
- 2 *Addressing and utilising people's opinion makes them feel empowered as they get to have a say. Using their feedback will also ultimately improve services for the better.*

Question 8

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	5	1	2	2	5	14	16	20	15	12	9	6.4

This was the extended response question, and there were some very good responses.

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

My first action to start setting up the program would be to ascertain the schools and community's priorities and needs and set up an action plan. I would interview and survey children, teachers, and parents to find what they want out of the program and how they would like it to be delivered.

I would use this information to develop an action plan outlining my goals, timeframe, and resources required.

I would promote the program by hosting an assembly at the school, open to parents and other community members, to explain the Sailability program. I would also put up accessible posters with pictures around the school and send letters with information home to parents and advertise in social media, local newspapers and shopfronts.

One communication consideration for the volunteer instructors is to speak clearly and at an appropriate volume as some participants may be hard of hearing and struggle to hear and comprehend as a result.

Another communication consideration is to ensure that they use language that people without any sailing or boating knowledge can understand as many participants will not understand the industry specific terms and maybe confused. Another communication consideration is to not just verbally explain how to do things, but to also visually show participants as some people may not be able to understand and comprehend the language alone and rely on visuals.

To keep all participants fully informed, I would establish a website and post regular updates, as well as sending out emails and newsletters via post with any updates and information fortnightly and also when information must be delivered quickly. I would also regularly come in and speak to the school about the program.

To evaluate the success of the program, I would regularly (i.e. monthly) conduct both written questionnaire surveys on participants and their families and also run focus groups with participants to obtain verbal feedback in a comfortable setting where they are around peers they are familiar with, encouraging them to open up. I would take this feedback and use it to constantly improve the program using a variety of participants. I will gather many different perspectives of the program.

This is another example of a high-scoring response. Although it did not mention the sailing program it addressed each of the requested points.

Setting up the program:

accessing and researching relevant community structures such as available equipment or expertise to establish the resources required.

Advertising a meeting within the school, inviting families and relevant stakeholders to discuss group priorities.

Promoting the program:

Setting up flyers within the school to advertise a meeting for parents and stakeholders for a chance to clarify plans and ask questions.

Sending volunteers to present at a school assembly to inform students of the upcoming program.

Communication considerations:

- 1 *Patience: participants will learn at different rates and also communicate at different rates; volunteers should remain receptive, patient and open to what participants want to say.*
- 2 *Culturally appropriate; recognising that certain methods of communicating may be considered offensive and therefore adopting respectful strategies according to the participants preferred methods.*
- 3 *Clarifying questions; as participants have a range of learning styles and abilities, such forms of questioning helps volunteers determine or confirm whether participants understand instruction and are ready to undertake certain activities.*

Keeping participants informed of all aspects:

providing participants a consent form that outlines all the benefits, risks, costs and nature of the program's activities as a reference to all relevant information about the program.

Hosting regular meetings or briefings with participants to inform and discuss upcoming changes or activities in the program. Also provides a chance for participants to ask their own questions to verify their understanding.

Evaluating the success:

Hosting a survey for all participants to take at the end of the program.

Hosting a public meeting for participants and stakeholders within a week of the program's end.

Receiving feedback from participants, their families as well as volunteers on service activity through interviews, phone calls or feedback forms

Question 9

Marks	0	1	2	Average
%	11	40	49	1.4

Any two of the following:

- Unemployment – parent may not be able to afford school excursion, uniforms and books.
- Difficulty managing work and family load, may require more time away from work, appear unreliable.
- Difficulty to be involved in activities and meetings because of need to care for children.

Question 10

Marks	0	1	2	Average
%	34	19	48	1.2

Students seemed confused about the difference between these two types of development:

- ABCD (asset-based community development) involves utilising the assets that are in the community to meet the community needs.
- Rights-based community development works with all the community members to get what they are entitled to as a minimum.

Question 11a.

Marks	0	1	2	Average
%	29	38	33	1.1

As a community development worker, it was important in this question to reflect on the complaint, address the area where you feel you have a weakness, build your confidence and accept feedback and criticism, and learn how to become a better community development worker.

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

Their complaint will be seen as a form of feed-back and you can use it to improve the service so it does not happen again.

You get to know / discover what you did wrong and address it to other members who feel the same way – and document it for the future.

If resolved, everyone will be satisfied – lead to empowerment

Question 11b.

Marks	0	1	2	Average
%	4.8	31	65	1.6

Responses could include:

- discuss with the parent / explore ways to address his/her complaint / apologise for not attending to his/her needs
- discuss with your supervisor / maybe the supervisor could attend the next meeting.

Question 11c.

Marks	0	1	Average
%	4	96	1.0

Responses could include:

- ensuring activities are suitable / popular / developmentally appropriate for the group of children
- ensuring the program meets community needs and implement changes required
- assessing the success of the program.

Question 11d.

Marks	0	1	Average
%	5	95	1.0

Any one of the following:

- The results should be shared with your team leader.
- The results should be shared with the consultation group.

The majority of students responded very well to this question.

Question 12a.

Marks	0	1	Average
%	32	69	0.7

Either one of the following:

- the initial problem/issue that a client presents to the community services worker
- the main reason for the client's initial engagement.

Question 12b.

Marks	0	1	2	Average
%	7	40	53	1.5

It is important because:

- there could be an underlying cause and identifying the problem is a great place to commence the right support and get extra help if required (relevant and appropriate to the client's needs)
- to ensure this is the best service available to the client.

This question related to community services work, but many students confused it with community development work.

Question 12c.

Marks	0	1	Average
%	6	94	1.0

Exit and transition to a service that could assist the client.

Question 13a.

Marks	0	1	2	Average
%	7	30	63	1.6

Both parts of this question were well answered.

A community services worker may require extra assistance (any two of):

- when taking clients out on an excursion
- during busy times when workers are overloaded with tasks
- when clients display difficult behaviours
- to learn about managing challenging behaviours
- for feedback through supervision
- to feel supported
- when working with CALD clients.

Question 13b.

Marks	0	1	2	Average
%	9	35	56	1.5

Any two of the following:

- work health and safety requirements are met
- role clarified and clear
- professional development (e.g. around managing challenging behaviours)
- support with managing the workload (e.g. during busy times)
- improve work practice
- learn new skills.

Section C

This section was generally well answered and allowed students to apply their knowledge and show creativity in responding to the scenario.

Question 1a.

Marks	0	1	Average
%	4	96	1.0

Nearly every student answered this open question correctly. All titles were accepted, including Friday Tucker, The Dinner, Community Food Hall.

Question 1b.

Marks	0	1	Average
%	5	95	1.0

The students were required to write a mission statement, which they did well.

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

Through commitment to people, especially those struggling financially, we have set up a weekly free dinner to invite all members of the community.

Question 2

Marks	0	1	2	Average
%	20	38	42	1.3

The answer could include: setting goals, itemising steps, people required, resources required, communication plans, consultations with the community, engagement strategies with the community, timelines, research and implementation.

Question 3

Marks	0	1	2	3	Average
%	12	27	28	33	1.8

Students need to read the question carefully, and answer in relation to community assets. Community assets could include three of the following:

- suitable kitchen facilities, dining space and bathroom facilities, all with disability access, refrigeration, cooking and cleaning equipment in kitchen facilities, access to public transport, accessibility for all people, aged, physically disabled, children
- density and capacity limits, regular supply of food, funding and resources.

Question 4

Marks	0	1	2	Average
%	23	19	58	1.4

Local community services organisations were accepted, as well as the state and national organisations.

Question 5

Marks	0	1	2	3	Average
%	17	15	33	35	1.9

Three certificates were chosen from the following:

- First aid
- Working with children check
- Responsible Serving of Alcohol (in the club rooms)
- Safe food handling
- Criminal Record Check / Police Check
- Certificate in Food Preparation
- Hand washing certificate
- COVID Protocol Certificate.

Question 6

Marks	0	1	2	3	4	Average
%	7	1	25	8	59	3.1

Answers included good choices, such as allergies, diabetics, hygiene skills, accessibility, healthy food choices, COVID checks (signing-in and social distancing requirements).

Question 7

Marks	0	1	2	Average
%	6	6	88	1.8

Any two of the following:

- flyers
- social media
- newspapers
- letter box drops
- visits to schools to distribute invitations
- general media.

Question 8

Marks	0	1	2	3	Average
%	4	14	41	42	2.2

Some students had some difficulty with this question.

Three of the following were required for full marks:

- confidentiality
- written permission from the individuals/families for their photo to be taken
- permission to publish the photos, a safety issue for families escaping from danger
- the Privacy Act.

Question 9

Marks	0	1	2	3	4	Average
%	3	1	3	16	76	3.6

The final question in this section showed students carefully answering the feedback form from the point of view of the cooks, community members who attended the dinner, volunteer staff and the football club.