

## 2015 HSC Human Services Marking Guidelines

### Section I

#### Multiple-choice Answer Key

Question	Answer
1	C
2	A
3	B
4	C
5	A
6	A
7	D
8	A
9	C
10	C
11	C
12	A
13	B
14	B
15	A

## Section II

### Question 16

Criteria	Marks
• Provides a comprehensive explanation using workplace examples	5
• Provides a detailed explanation using some workplace examples	4
• Provides a detailed explanation with one workplace example	3
• Provides a limited explanation	2
• Provides basic explanation	1

**Answers could include:**

Tolerant workforce; workplace free from discrimination; acceptance and understanding; respect and courtesy; advocacy; harmony; fun; expanding horizons; non-judgemental; unbiased workplace; sense of value; lack of stereotyping.

Multicultural days, feast days, observing holidays and religious festivals, working closely with and including team members of other cultural backgrounds.

### Question 17 (a)

Criteria	Marks
• Correctly identifies FOUR components of renal system	4
• Correctly identifies THREE components of renal system	3
• Correctly identifies TWO components of renal system	2
• Correctly identifies ONE component of renal system	1

**Sample answer:**

W = Kidneys  
 X = Ureters  
 Y = Bladder  
 Z = Urethra

**Question 17 (b)**

Criteria	Marks
• Provides a detailed outline of the function of the renal system	2
• Provides a basic outline of the function of the renal system	1

**Answers could include:**

Filters blood; maintains fluid balance; secretes and reabsorbs chemicals and electrolytes; transports, stores and excretes urine; maintains blood pressure; maintains homeostasis.

**Question 17 (c)**

Criteria	Marks
• Correctly identifies signs and symptoms of renal disease	2
• Identifies a sign and/or a symptom of renal disease	1

**Answers could include:**

Pain, haematuria (blood in urine), dysuria, anuria, oliguria, fluid retention, oedema, hypertension, puritis, confusion, frequency, delirium, fever, pyrexia

**Question 18**

Criteria	Marks
• Provides a comprehensive outline of the steps in continuous improvement • Consistently and accurately uses precise industry terminology and examples	7
• Provides a detailed outline of the steps in continuous improvement • Uses specific industry terminology and examples	5–6
• Provides a basic outline of the steps in continuous improvement • Uses some industry terminology	3–4
• Provides a limited outline of the steps in continuous improvement • Uses non-industry terminology	1–2

**Sample answer:**

1. Assessment: gather information about services, needs and any problems or issues
2. Planning: develop a plan and prioritise actions to improve services and deal with the identified problems or issues
3. Implementation: take action to correct and improve services
4. Evaluation: check to see if the actions have had the desired results

**Question 19 (a)**

Criteria	Marks
• Provides a sound explanation of the purpose of performance review	2
• Provides a basic explanation of the purpose of performance review	1

**Sample answer:**

To review the health care worker's work performance, skills and knowledge against the position description and to discuss goals and learning needs. Performance review gives workers an opportunity to gain feedback and positive reinforcement about their abilities and to identify weaknesses and further training needs.

**Question 19 (b)**

Criteria	Marks
• Provides a sound explanation of how an employer provides constructive feedback	2
• Provides a basic explanation of how an employer provides constructive feedback	1

**Answers could include:**

Timely  
 All parties well prepared  
 Feedback is two-way  
 Parties stick to the facts  
 Not personal  
 Based on workplace observations

**Question 19 (c)**

Criteria	Marks
• Provides a detailed description of effect of feedback on workplace performance for an employer and an employee	4
• Provides a sound description of effect of feedback on workplace performance for an employer and an employee	3
• Provides a basic description of effect of feedback on workplace performance for an employer and an employee	2
• Provides some relevant information	1

**Answers could include:**

<i>Employer:</i> Sound work practices Meeting standards Well-functioning team Identify training needs Continuous improvement	<i>Employee:</i> Improved work practice Identify skill and knowledge gaps Facilitates promotion Improves motivation
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**Question 20 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a detailed understanding of the responsibility for manual handling equipment maintenance</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the responsibility for manual handling equipment maintenance</li> </ul>	1

**Answers could include:**

Responsibility lies with the employer (PCBU) and employee.  
Everyone's responsibility to maintain equipment and report faults.

**Question 20 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive explanation of how body mechanics assist workers in safe working practices</li> <li>• Uses specific industry terminology and examples</li> </ul>	5
<ul style="list-style-type: none"> <li>• Provides a sound explanation of how body mechanics assist workers in safe working practices</li> <li>• Uses some industry terminology</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides a limited explanation of how body mechanics assist workers in safe working practices</li> <li>• Uses non-industry terminology</li> </ul>	1–2

**Answers could include:**

Wide base of support  
Keep your feet apart  
Keep centre of gravity low  
Bend your knees  
Load close to your body  
Maintain a good posture  
Use major muscles in legs  
Brace abdominal muscles  
Use both arms and hands  
Keep wrists in a neutral and strong position  
Feet facing the direction of the lift  
Avoid bending, stretching and twisting  
Avoid jerky movements  
Push don't pull

Failure to keep to principles can put worker, client and colleagues at risk of injury.

## Section III

### Question 21

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive assessment of the role of relationships, networks and support services to promote client health and wellbeing</li> <li>Provides a logical and cohesive response that includes relevant industry terminology and industry examples</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Provides a detailed assessment of the role of relationships, networks and support services to promote client health and wellbeing</li> <li>Provides a logical response that includes relevant industry terminology and industry examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Provides a sound assessment of the role of relationships, networks and/or support services to promote client health and wellbeing</li> <li>Communicates information using some appropriate examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Provides a basic description of the role of relationships, networks and/or support services to promote client health and wellbeing</li> <li>Communicates basic information</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Provides limited information</li> </ul>	1–3

**Answers could include:**

Relationships:

- Promote trust and confidence
- Reduces feelings of isolation

Network:

- Access to clinical expertise
- Client – has a wide base of support

Support services

- Provides holistic care
- Community-based care

## Section IV

### Question 22 (a)

Criteria	Marks
• Provides a comprehensive description of appropriate risk assessments	6
• Provides a detailed description of appropriate risk assessments	4–5
• Provides a basic description of risk assessments	2–3
• Provides a limited description of risk assessments	1

**Answers could include:**

Risk of aggression due to Alzheimers or UTI

Risk of urinary tract infection due to poor hygiene

Risk of falls due to incontinence, confusion or age

Risk of confusion due to Alzheimers or UTI or change of environment

Risk of harm to self and others due to Alzheimers or UTI

### Question 22 (b)

Criteria	Marks
• Provides a comprehensive plan of care • Consistently and accurately uses precise industry terminology and examples	8–9
• Provides a detailed plan of care • Consistently uses specific industry terminology and examples	6–7
• Provides a basic plan of care • Uses industry terminology and some examples	4–5
• Provides a limited plan of care • Uses non-industry terminology	1–3

**Answers could include:**

Aggression: monitor moods, identify triggers, gather personal history, provide comfort therapies to stabilise mood

Urinary tract infection: monitor intake and output, routine urinalysis, observe for signs of infection in urine (smell/colour/amount/frequency), toileting programs, incontinence aids, assist with hygiene

Falls: monitor falls risk daily, use appropriate equipment and personnel to assist in mobilisation, appropriate footwear, individualised mobility plan, education for client and family, encourage independence, assist with ADLs, physiotherapy program to maintain muscle strength

Confusion/ Harm to self and others: identify triggers, check for possibility of UTI, reorientation validation therapy, reminiscence therapy, gather personal history, maintain safe environment, remove others from harm

Assist with ADL, diet

**Question 23 (a)**

Criteria	Marks
• Provides a comprehensive description of appropriate risk assessments	6
• Provides a detailed description of appropriate risk assessments	4–5
• Provides a basic description of risk assessments	2–3
• Provides a limited description of risk assessments	1

**Answers could include:**

Risk of falls due to imbalance

Risk of choking due to difficulty in swallowing

Risk of poor communication due to speech affected

Risk of emotional and social isolation due to effects of CVA

Risk of poor nutrition from ongoing effects of CVA

Risk of loss of independence

**Question 23 (b)**

Criteria	Marks
• Provides a comprehensive plan of care • Consistently and accurately uses precise industry terminology and examples	8–9
• Provides a detailed plan of care • Consistently uses specific industry terminology and examples	6–7
• Provides a basic plan of care • Uses industry terminology and some examples	4–5
• Provides a limited plan of care • Uses non-industry terminology	1–3

**Answers could include:**

Falls: falls risk assessment daily, physiotherapy to increase muscle strength and balance, hydrotherapy, routine physiotherapy programs

Choking: assessment by speech therapist to ensure that swallowing reflex is adequate and not compromised. Thickened feeds and water until it has returned.

Communication: speech therapy to improve muscle tone to enable verbalisation. Provision of aids to assist eg communication boards, visual aids etc

Emotional and social isolation: encourage client to engage with others. Diversional therapy to assist in socialisation. Social worker may assist in identifying social networks.

ADLs: nursing staff to assist with ADLs, personal hygiene, diet



**Question 24 (a)**

Criteria	Marks
• Provides a comprehensive description of appropriate risk assessments	6
• Provides a detailed description of appropriate risk assessments	4–5
• Provides a basic description of risk assessments	2–3
• Provides a limited description of risk assessments	1

**Answers could include:**

Patient has increased risk of emboli due to procedure

Risk of pressure injury due to being immobile

Risk of haemorrhage due to procedure

Risk of wound and/or catheter infection due to introduction of pathogens into sites

Risk of poor pain management due to procedure

**Question 24 (b)**

Criteria	Marks
• Provides a comprehensive plan of care • Consistently and accurately uses precise industry terminology and examples	8–9
• Provides a detailed plan of care • Consistently uses specific industry terminology and examples	6–7
• Provides a basic plan of care • Uses industry terminology and some examples	4–5
• Provides a limited plan of care • Uses non-industry terminology	1–3

**Answers could include:**

- Risk of emboli: application of TED stockings and calf compressors; regular pressure area care; observation of skin for redness; active and passive exercises; ask client where and characteristics of pain; accurate documentation; report abnormal findings to supervisor
- Risk of pressure injury: hand hygiene; regular observation of skin and any pressure points; air mattress; pressure area care; repositioning client; active and passive exercises; encourage early ambulation; accurate documentation; report abnormal findings to supervisor
- Risk of haemorrhage: hand hygiene; regular observation of wound and exudate; observe drain patency and loss; observe for pain; monitor vital signs; accurate documentation; report abnormal findings to supervisor
- Risk of infection: hand hygiene; standard precautions when emptying catheter; a septic wound technique; monitor vital signs; observe for normal wound healing; accurate documentation; monitor vital signs; report abnormal findings to supervisor
- Risk of poor pain management: monitor vital signs; report abnormal findings to supervisor; ask client where and characteristics of pain; check patency of all tubing; reposition client; assist with ADLs; monitor wound
- Return to preoperative functionality: establish diet and hydration; mobility; assist with independence with ADLs; education re post operative care; wound care; bowel care; adequate output; discharge planning

## 2015 HSC Human Services Mapping Grid

### Section I

Question	Marks	HSC content – focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
1	1	HLTAP301B Safety page 39			X					
2	1	HLTIN301C Industry context page 29			X					
3	1	CCHCC411C/HLTHIR301C Work page 43	X							
4	1	HLTAID003 Safety page 39			X					
5	1	HLTHIR301C Work pages 29, 35, 37					X			
6	1	CCHCC411C Work/HLTHIR301C pages 43, 44	X							
7	1	HLTAP301B Health and wellbeing page 25							X	
8	1	CHCCS411C/HLTHIR301C Industry context pages 36, 37, 38			X					
9	1	CHCWHS312A/HLTWHS200A Safety pages 35, 36, 37			X					
10	1	HLTIN301C Safety page 37							X	
11	1	CHCWHS312A/HLTWHS200A Safety page 32	X	X	X					
12	1	HLTAID003 Safety page 40			X					
13	1	HLTHIR301C Work/CHCCS411C page 46	X	X	X			X		
14	1	HLTAP301B Health and wellbeing page 25							X	
15	1	CHCCS411C/HLTHIR301C Industry context page 35					X			

**Section II**

Question	Marks	HSC content – focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
16	5	HLTHIR403C Work page 46		X						
17 (a)	4	HLTAP301B Health and wellbeing page 25							X	
17 (b)	2	HLTAP301B Health and wellbeing page 25							X	
17 (c)	2	HLTAP301B Health and wellbeing page 25							X	
18	7	CHCWHS312A/HLTWHS200A Work	X		X		X			
19 (a)	2	CHCCS411C Industry Context/HLTHIR301C pages 30, 44	X	X				X	X	
19 (b)	2	CHCCS411C Industry Context/HLTHIR301C pages 30, 44	X	X				X	X	
19 (c)	4	CHCCS411C Industry Context/HLTHIR301C page 30, 44	X	X				X	X	
20 (a)	2	HLTWHS 200A Safety/CHCWHS312A page 36/37			X				X	
20 (b)	5	HLTWHS 200A Safety/CHCWHS312A page 36/37			X				X	

**Section III**

Question	Marks	HSC content – focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
21	15	CHCICS301B Health and wellbeing/HLTAP301B pages 24, 26, 27	X		X				X	

**Section IV**

Question	Marks	HSC content – focus area	Employability skills (Please put an X where appropriate)							
			Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self-management	Learning	Technology
22 (a)	6	CHCCS411C Work								
22 (b)	9	HLTHIR301C Health and wellbeing pages 24, 25, 26, 27	X		X		X		X	
23 (a)	6	CHCCS411C Work								
23 (b)	9	HLTHIR301C Health and wellbeing pages 24, 25, 26, 27	X		X		X		X	
24 (a)	6	CHCCS411C Work								
24 (b)	9	HLTHIR301C Health and wellbeing pages 24, 25, 26, 27	X		X		X		X	