



'Simplicity at its best'

CHCCDE003

Work within a community development framework

School Assessed Coursework – 65 Marks

Answer booklet

Information for teachers

VCAA Examinations can ask questions relating to ANY content within a Unit of Competency. It is important that students are across all elements. The best way to do this would be to create a checklist for all elements of the unit of competency which students can tick off as it is covered in their learning program.

About this assessment

This assessment has been created to be an integrated assessment piece that provides both the required marking scale for your school-based assessment and grading of your class along with the RTO requirements to be deemed satisfactory for each question.

Each question in this assessment has been mapped back to the unit of competency.



1. Explain the principles and practices of community development work.

a) Explain how community development work can address structural disadvantage and inequality.

Community development addresses structural disadvantage and inequality by reducing isolation and connecting people within the community. By building people's skills, knowledge and understanding, communities are empowered to work together to challenge and confront the social structures that disadvantage them.

School based result - 2 Marks

b) Explain how social justice is promoted in community development work.

Social justice is promoted in community development by working collaboratively with community members and respecting different perspectives. By focusing on the community's priorities and needs, development work supports fair access to opportunities, participation in decision-making, and more equitable outcomes for all groups.

School based result - 2 Marks

c) Explain why valuing and supporting human rights is important in empowering communities to address structural disadvantage.

Valuing and supporting human rights empowers communities by ensuring people are treated fairly and have equal opportunities to participate in decisions that affect them. This approach helps communities recognise and challenge structural disadvantages, supporting collective action to address inequality and promote social change.

School based result - 2 Mark

d) Explain one strategy that can be used to empower communities in community development work.

One strategy to empower communities is raising awareness about inequalities in society and how they affect access to resources and services. By increasing understanding and advocating for fairer distribution of social benefits, communities are better able to influence change and improve outcomes for disadvantaged groups

School based result - 2 Marks

e) Explain what a commitment to people's participation means in community development work.

A commitment to people's participation means actively involving individuals, groups and communities in all stages of a development process. This ensures community members have a genuine role in decision-making, planning, implementation and evaluation, rather than being consulted in a tokenistic way.

School based result - 2 Marks

2. Sustainability is one of the fundamental principles of community development work. In your own words, for each of the following areas, provide a brief example of how the role and functions of community development work can be relevant to maintaining the sustainability of a workplace:

a) Environmental sustainability.

Benchmark answer:

Community development workers can raise awareness within communities about environmental issues relevant to the workplace. For example, waste management, water conservation, pollution from operations in the local area.



Community development workers can support groups to advocate for policies and practices that promote environmental protection. For example, advocating for better public transport, green spaces, waste reduction programs in the wider region.

Supporting community gardens, local recycling initiatives, or conservation projects directly improves the local environment, benefiting the workplace by contributing to a healthier ecosystem, potentially reducing costs. For example, protecting a local river estuary or nearby bushlands through less waste.

Community development work can help the workplace proactively address potential environmental impacts or risks before they become major issues or public relations crises.

School based result - 2 Marks

b) Economic sustainability.

Benchmark answer:

Community development workers can identify local skill gaps and facilitate training programs or connect community members with employment opportunities, including those within the organisation.

Supporting small businesses, or local markets, community development work strengthens the local economy, which can include the organisation as a supplier or customer.

Community development projects identify ways to acquire and use existing resources in the most beneficial way.

Community development projects include upskilling people to prepare them for the workforce and reducing the number of people on unemployment benefits.

School based result - 2 Marks

c) Workforce sustainability.

Benchmark answer:

Community development work can enhance employee morale and engagement. Employees can feel a sense of pride in their involvement.

Community development projects are aimed at providing pathways for empowering and upskilling people. Staff are trained and retained therefore reducing reliance on external recruitment.

Community development work can indirectly contribute to a healthier and more resilient local community, which impacts the well-being of the workforce who live in that community.

Effective community development work embeds principles of diversity and inclusion within community initiatives.

School based result - 2 Marks

d) Social sustainability.

Benchmark answer:

A cohesive community is more stable, safer, and better able to address its own challenges, which creates a more stable and positive operating environment for your workplace.

Community development work contributes to a fairer society. This reduces social tension and creates a more equitable client base and potential workforce.

Genuine community engagement and a positive social impact enhance the workplace's reputation.

Community development workers, with their strong community relationships, can act as informal mediators or early warning systems for emerging community tensions that might otherwise impact the workplace.

Community development work helps communities (including colleagues and their families) better withstand and recover from shocks like natural disasters such as, bushfires, storms, floods, or economic downturns.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks



3. Describe briefly, what a needs-based community development approach is.

Benchmark answer:

Needs-based problem-solving focuses on identifying the needs within a failing community and creating external inputs to meet those needs.

Focuses on community deficits, rather than strengths or capacity.

Needs based approach does not create a sustainable solution because it fails to deliver the tools necessary for the community to create its own success. When the external support is removed, the problem simply returns.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

4. Describe briefly, what a gap-based community development approach is.

Benchmark answer:

Identifies gaps and provides resources to those in need.

A gap-based approach may assume that the community is not able to fill such a gap itself and that providing services from outside the community is the solution.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

5. Describe briefly, the principle of an asset-based community development (ABCD) approach.

Benchmark answer:

The asset-based community development (ABCD) approach recognises that everyone in the community, including individuals, organisations and businesses, has skills, abilities, talents and experience that can be used to strengthen the community. Rather than focusing on deficits or needs, this approach builds on existing strengths to create positive change.

For example, a community may use the skills of local teachers, volunteers and community groups to establish language classes for new migrant families, helping them build connections and participate more fully in community life.

Teacher discretion is required for this question, as student answers will vary.

School based result – 2 Marks

6. Identify the three key dimensions of the ABCD model.

Benchmark answer:

- 1. Identifying the existing resources and strengths in the community**
- 2. Connecting these assets to work together**
- 3. Solving problems and seeking new opportunities.**

School based result – 3 Marks

7. Rights-based approaches will vary depending on each community development organisation and the issues that they deal with. Some common rights-based principles are commonly known as 'PANEL' principles.

In the provided table write a brief description for each of the following human rights-based principles:

Benchmark answers:

Principle	Description
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Participation	<i>This principle refers to everyone having the right to participate in decisions affecting human rights issues. Information should be provided in forms of language that can be understood by all.</i>
Accountability	<i>This principle refers to the obligations of duty-bearers such as government bodies and service providers, to respect, protect, and fulfil human rights, as well as being held accountable for their actions and inactions.</i>
Non-discrimination and equality	<i>This principle refers to all forms of discrimination being prevented and prohibited. It focuses on priority being given to those most marginalised and in vulnerable situations, as they are less likely to realise their rights.</i>
Empowerment	<i>This principle refers to every person being able to understand their rights and participate in the development of policies and practices that affect their lives. This includes building their capacity to advocate for themselves.</i>
Legality	<i>This principle is grounded in national and international human rights law, requiring the law to recognise human rights and freedoms and enforceable entitlements and having laws that consist with human rights principles.</i>

Teacher discretion is required for this question, as student answers will vary.

School based result - 5 Marks

8. Identify two different practices that may be utilised within the rights-based approach. For each one identified, provide an example.

Benchmark answers:

Human rights analysis: Identifying specific groups experiencing homelessness, the duty-bearers and analysing policies or practices that contribute to housing insecurity.

Building capacity of rights-holders: Running workshops in local community centres to inform community members about their rights under the NDIS, consumer rights, or tenancy rights.

Building capacity of duty-bearers: Collaborating with the local council to review their policies on public space accessibility, ensuring they align with the rights of people with disabilities.

Addressing discrimination and inequality: Ensuring that health promotion materials are available in multiple languages relevant to local CALD communities or developing specific outreach programs for isolated older residents.

Establishing accountability mechanisms: Supporting a local residents' group to develop a clear process for lodging complaints about service delivery and advocating for changes to local government.

Participatory planning, implementation, and monitoring: Co-designing a youth program with young people from the local area, ensuring their ideas about activities, locations, and safety are central to the plan.

Teacher discretion is required for this question, as student answers will vary.

School based result – 4 Marks

9. List three different techniques that can be used in the 'mobilisation' of a rights-based approach.

Benchmark answers:

Facilitating workshops and community meetings.

Forming community action groups or committees.

Public campaigns using posters, brochures, online resources.

Storytelling through theatre or art projects.

Direct lobbying of decision-makers.

Public petitions.



Media campaigning.
Peaceful public demonstrations.
Research through surveys, interviews, photo-voice.
Training community members to monitor and document human rights violations or gaps in service delivery.
Providing information about legal rights and how to access legal aid services.

Teacher discretion is required for this question, as student answers will vary.

School based result – 3 Marks

10. Explain how economic and political contexts can influence social issues and the way communities respond to them.

Economic contexts such as recessions and depressions can increase social issues including unemployment, homelessness and financial stress, which affects the level of support communities may require. Economic factors also influence the availability of funding and resources for programs that respond to these issues.
Political contexts can further impact responses to social issues, as changes in government and policy priorities at state and federal levels influence funding decisions, legislation and which social issues receive the most attention

Teacher discretion is required for this question, as student answers will vary.

School based result – 3 Marks

11. Ishra is a community development worker in an outer city suburb. She has an appointment to meet with John, an elderly man who lives with a physical disability.

John tells Ishra that a group of youths often hang around outside the local shopping centre, smoking cigarettes and smelling of alcohol. He says that when he walks past, they yell abuse at him and call him names. On one occasion, he was physically assaulted by one of them.

John informs Ishra of other people he knows in the local community who have experienced the same thing, and they are now also too afraid to go to the shopping centre alone.

John says that he has been having trouble sleeping and avoids leaving his house. He has been fearful and is suffering from anxiety since the last incident at the shopping centre.

Ishra is very concerned about this and takes notes throughout the meeting.

- a) How can Ishra support and reassure John that she is willing to help with his concerns? What interpersonal skills should she use to show her support?

Benchmark answers:
Create a safe and confidential space to listen and ask questions.
Actively listening to John and avoid interrupting or jumping to conclusions.
Using positive body language, nodding, expressing concern.
Demonstrate a genuine understanding for John's concerns.
Discussing further action that may be taken.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

- b) What is Ishra's duty of care in this situation?



Benchmark answers:
Reporting the concern
Following procedures to take action
Assist John to report the abuse to relevant authorities
Keep John informed of his rights.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

- c) What are John's rights and how have they been violated in this situation?

Benchmark answers:
It is John's right to enter the shopping centre without being verbally and physically abused
It is John's right to be free from discrimination and harassment.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

- d) Is this matter a public or private issue? Explain your answer.

Benchmark answers:
The response should demonstrate the ability to distinguish between a public and private matter.
Identifying that this has become a public matter, as others in the community have experienced the same situation at the shopping centre.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

- e) How can Ishra support John to manage the personal stress this has caused him? Who might she refer him to for assistance?

Benchmark answers:
General practitioner – to assist with anxiety and check for any physical injury.
Counselling service – to debrief and manage his anxiety and fear.
Support groups – to debrief and discuss fears and anxieties with others.
Police – to report the abuse and press charges.

Teacher discretion is required for this question, as student answers will vary.

School based result - 2 Marks

- f) Outline the process that Ishra will have to follow when referring John to specialist services.

Benchmark answers:
Evaluate John's needs and discuss the possibility of referral.
Provide John with information about referral services and options.
Assist John to make a decision about the best service to address his needs.
Ask John to sign a release of information form (if contacting the service on John's behalf)
Make contact with the special service and make an appointment for John – discuss his needs and expectations.
Document the information according to workplace procedures.
Follow up with the referral agency and John after the first few appointments, to ensure that all is going well.

Teacher discretion is required for this question, as student answers will vary.



School based result – 2 Marks

12. Provide a brief explanation of what it means to practise empathy and non-judgment to genuinely hear an individual.

Benchmark answers:

Put yourself in their shoes (without taking on their emotions).

Show genuine understanding and validation of their feelings and experiences, even if you don't agree with their choices.

Suspend your personal biases and assumptions.

Teacher discretion is required for this question, as student answers will vary.

School based result – 2 Marks

13. Explain what it means to show cultural sensitivity and humility when working with communities. Provide one example of how this could be demonstrated in a community development setting.

Benchmark answers:

Showing cultural sensitivity and humility means acknowledging and respecting cultural differences in communication styles, decision-making processes, and values, while being aware of your own cultural assumptions and biases. It also involves adapting your approach to align with the specific practices and expectations of the community you are working with.

For example, when working with a culturally and linguistically diverse (CALD) community, a community development worker may adapt meeting formats, allow additional time for relationship building, or use interpreters to ensure community members can participate fully and comfortably.

Teacher discretion is required for this question, as student answers will vary.

School based result – 2 Marks

14. Identify three techniques that are directed at building and maintaining good relationships within a group planning and strategy session.

Benchmark answers:

Encouraging – being warm, friendly, praising others' ideas.

'Gate keeping' – making sure everyone has a turn to talk.

Setting standards – pointing out when group norms are not followed, suggesting new group norms.

Listening and following – going along with group decisions, paraphrasing what has been said.

Expressing feelings – saying how you feel, restating others' feelings.

Compromising – admitting mistakes, offering or accepting a compromise.

Relieving tension – making jokes, suggesting breaks.

School based result – 3 Marks