



'Simplicity at its best'

CHCCDE004 Implement participation and engagement strategies

School Assessed Coursework – 60 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. The provided table has a description for the 'Core idea' and 'Focus' for four different models of society. Read each one and provide the correct name for the model of society that is being described.

Benchmark answers:

	Core idea	Focus of this model	Name this 'Model of Society'
a	Society is understood as an interconnected system where individuals develop within and are influenced by multiple layers of their environment.	The interplay between individuals, their immediate environments for example family and school as well as wider societal contexts such as cultural norms and laws.	Ecological
b	Society is primarily a product of the everyday interactions between individuals.	Micro-level interactions, symbols, shared meanings, individual agency, and the construction of identity.	Interpretivist/Interactionist
c	Society is characterised by inequality, power struggles, and competition over scarce resources.	Power dynamics, social class, exploitation, oppression, and revolution.	Conflict
d	Society is seen as a complex system whose parts work together to promote solidarity and stability.	Social order, shared values, equilibrium, and the roles of institutions.	Consensus

School based result - 4 Marks

2. Describe what is meant by the term culture and provide one example of how culture relates to a group of people.

Benchmark answer:

Culture refers to the shared way of life of a group of people and includes what they have in common, such as values, beliefs, customs, traditions, language, arts and social institutions. Culture influences how people communicate, make decisions and interact within their community.

For example, an Aboriginal community may have strong cultural practices connected to land, elders and storytelling, which shape how decisions are made and how community members participate in activities and events.

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

School based result - 2 Marks

3. Describe what diversity means within a community group and provide one example to support your explanation.

Benchmark answer:

Diversity within a community group refers to differences between people, including age, abilities, gender identities, cultural background, socioeconomic status and life experiences. These differences influence how individuals participate and interact within the group.

For example, a community group may include younger and older members, people with disabilities,



and individuals from different cultural or economic backgrounds, all contributing different perspectives and needs.

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

School based result - 3 Marks

4. Explain how family structures and power dynamics can vary, and why it is important to understand power relationships within families.

Benchmark answers:

Families are a fundamental social unit, but their structure, roles and functions can vary across different cultures, communities and social contexts. Power within families relates to how authority, influence and decision-making are distributed among family members. Understanding power dynamics is important because unequal power within families can contribute to serious issues such as domestic violence, financial abuse or the restriction of an individual's autonomy and wellbeing

School based result - 3 Marks

5. Describe Social Identity Theory and explain how people categorise themselves in relation to social groups.

Benchmark answer:

'Social Identity Theory suggests that a significant part of a person's self-concept is developed through their membership in social groups, such as those based on ethnicity, gender, nationality, religion or profession. These group memberships influence how individuals see themselves and others. People tend to categorise themselves into "in-groups," which are groups they belong to, and "out-groups," which are groups they do not belong to, often influencing attitudes, behaviour and interactions with others.

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

School based result - 3 Marks

6. Describe what Socialisation Theory explores and explain how individuals learn social norms and roles within society. Include one example to support your explanation.

Benchmark answer:

Socialisation Theory explores the lifelong process through which individuals learn and internalise the norms, values, beliefs, behaviours and social skills needed to participate effectively in society. This process begins in early childhood and continues throughout life as people interact with different social institutions.

Individuals learn social roles and expectations through key agents of socialisation such as family, schools, peer groups, community organisations and the media. These agents influence behaviour, identity formation and understanding of social rules.

For example, children learn appropriate communication, behaviour and expectations at school through interactions with teachers and peers, helping them understand social roles such as cooperation, respect and responsibility.

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

School based result - 5 Marks



7. What does it mean to undertake a 'critique of socialisation theory'?

Benchmark answer:

Undertaking a critique of socialisation theory requires carrying out an in-depth examination and evaluating the strengths, weaknesses, limitations, and potential biases of existing theories that explain how individuals learn to become functioning members of society.

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

School based result - 2 Marks

8. Provide 2 different, yet common criticisms of traditional socialisation theories.

Benchmark answers: (2 of the following)

**The "over socialised" concept of man
Neglect of power and inequality
Lack of attention to conflict and change
Ignoring a lifelong and dynamic nature
Ethnocentric or universalist assumptions
The role of trauma.**

School based result - 2 Marks

9. Explain what is meant by deviance as a social construct and describe how views of deviance can differ between groups.

Benchmark answers:

Deviance is a social construct because ideas of what is considered "normal" or "deviant" behaviour are shaped by social norms rather than being universal. These norms can differ across communities, cultures and historical periods.

As a result, behaviour that is acceptable in one group may be viewed as unusual or unacceptable in another, often reflecting who has the power to define norms and label individuals or groups as outsiders.

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

School based result - 3 Marks

10. For each of the identified issues that may affect (or is relevant to) a specific community or group, provide an 'X' under the table column heading to identify whether the issue is social, political, cultural or historical.

Benchmark answers:

Issues	Social	Political	Cultural	Historical
The ongoing emotional impacts of the Stolen Generations on Aboriginal and Torres Strait Islander families				X
Ageing individuals feeling lonely or isolated	X			
Loss of recognition around kinship for Aboriginal and Torres Strait Islander communities			X	



Immigration policies having an impact on refugee communities		X		
Past discriminatory laws against LGBTQIA+ individuals continue to affect their trust in institutions				X
Changes to disability support funding directly affecting people with disabilities		X		
Stigma around opening up about having a mental health support need might individuals from certain religious affiliations from seeking help			X	
Children and young people experiencing peer pressure within school or sporting environments	X			

School based result - 8 Marks

11. Scenario question: Your community services manager has asked you to carry out some preliminary research to learn about a client community. You are being asked to provide specific information that has been itemised on a list. To demonstrate your understanding of what you need to learn about and put forward, in the table, provide a brief description of what each piece of information would be about.

Benchmark answers:

Information to ascertain that is relevant to the client group		What is this about?
a	Group composition	<i>The composition of a group is about describing the demographic of the individuals that make up the group. Such as the number of people, ages, backgrounds, identities, issues, needs, location and so on.</i>
b	Community structures	<i>These structures are the formal and informal ways a community is organised. This includes leadership roles such as those elected, or traditional, or spiritual.</i>
c	Impact of community structures on individuals	<i>This information is about the existing structures and determining if they are working well or not, if there are any power dynamics (positive or negative) and if there any gaps in the structure that needs to be addressed.</i>
d	Values	<i>These are the deeply held principles, beliefs, ethics, and moral standards that guide a community's behaviours, interactions, and worldviews.</i>
e	Impact of community values on individuals	<i>The community values often dictate what is considered right or wrong, important or unimportant, and how relationships should be maintained.</i>
f	Cultural preferences	<i>These are a combination of different areas such as specific beliefs, behaviours and mannerisms, clothing, food, spiritual practices, that are followed and maintained by the community.</i>
g	Social issues	<i>These are varying matters of concern that can be a result of being part of a community that is not understood by those outside of the community or matters from within the community.</i>
h	Health issues	<i>These are certain factors that relate to a specific group, such as neglect, mistreatment, genetics and can shape the health experiences and health outcomes within that specific group.</i>



i	Networks and other people	<i>These are the networks of other support and people that the community has access to such as their church, sporting club, advocacy groups, and established institutions.</i>
j	Stakeholders	<i>The stakeholders are the people directly impacted by the community and will include decision- makers and other key community members to communicate and work with.</i>
k	Communication protocols and practices	<i>This is about how the community group prefers to communicate with others to share their information, as well as how they prefer to receive information from others. This is important to know prior to commencing work to ensure all methods of communication are in line with these practices.</i>
l	Strength, talents and abilities of the community	<i>This information is about what human resources the community already has and can make use of for further growth and development. This could include administrative skills, arts and entertainment, trades, financial management, sporting ability, fundraising, outreach and advocacy skills, and so on.</i>

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

School based result - 24 Marks