



*'Simplicity at its best'*

## CHCCDE004

Implement participation and engagement strategies

### SCHOOL ASSESSED COURSEWORK Question and answer booklet - 60 Marks

#### Materials supplied

- Question and answer booklet

#### Instructions

- All written responses must be in English
- Ensure you complete the student agreement prior to beginning this task with your name
- Attempt all questions
- Students are permitted to bring into the SAC room: pens, pencils, highlighters, erasers, sharpeners, and rulers.
- Students are NOT permitted to bring into the SAC room: blank sheets of paper and/or white-out liquid/tape.
- No calculator is allowed in this SAC
- Clear water bottle is allowed
- Students are not permitted to bring mobile phones and/or any other unauthorised electronic devices into the SAC room.

**Recommended time allowance – Teacher Discretion (60 minutes plus 5 minutes reading time advised)**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student USI: \_\_\_\_\_

**How to achieve a satisfactory result:** Fully address the task or questions provided. Demonstrate clear understanding and include relevant details or examples. Use any feedback to improve future tasks.

In the following task, the student was assessed as;

Satisfactory                       Not Yet Satisfactory

In the above unit, the student was assessed as;

Competent                               Not Yet Competent

Assessor Name: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Any Assessor Comment



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### Instructions

Answer all questions in the spaces provided. If you require more paper, please ask your teacher.

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.

	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.	
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.	
c	Society is characterised by inequality, power struggles, and competition over scarce resources.	Power dynamics, social class, exploitation, oppression, and revolution.	
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.	

School based result - 4 Marks

RTO Result - Satisfactory  Not Satisfactory

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

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School based result - 3 Marks

RTO Result - Satisfactory  Not Satisfactory



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

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**School based result - 3 Marks**  
**RTO Result - Satisfactory**  **Not Satisfactory**

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

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**School based result - 3 Marks**  
**RTO Result - Satisfactory**  **Not Satisfactory**

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

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**School based result - 3 Marks**  
**RTO Result - Satisfactory**  **Not Satisfactory**





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

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**School based result - 3 Marks**  
**RTO Result - Satisfactory**  **Not Satisfactory**

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.

Issues	Social	Political	Cultural	Historical
The ongoing emotional impacts of the Stolen Generations on Aboriginal and Torres Strait Islander families				
Ageing individuals feeling lonely or isolated				
Loss of recognition around kinship for Aboriginal and Torres Strait Islander communities				
Immigration policies having an impact on refugee communities				
Past discriminatory laws against LGBTQIA+ individuals continue to affect their trust in institutions				
Changes to disability support funding directly affecting people with disabilities				
Stigma around opening up about having a mental health support need might individuals from certain religious affiliations from seeking help				
Children and young people experiencing peer pressure within school or sporting environments				

**School based result - 8 Marks**  
**RTO Result - Satisfactory**  **Not Satisfactory**



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11. 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.

Information to ascertain that is relevant to the client group		What is this about?
a	Group composition	
b	Community structures	
c	Impact of community structures on individuals	
d	Values	
e	Impact of community values on individuals	
f	Cultural preferences	
g	Social issues	
h	Health issues	



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i	Networks and other people	
j	Stakeholders	
k	Communication protocols and practices	
l	Strength, talents and abilities of the community	

**School based result - 24 Marks**  
RTO Result - Satisfactory  Not Satisfactory

**SAC ENDS HERE  
WELL DONE**

**PLEASE ENSURE ALL PAGES ARE SIGNED AND DATED ACCORDINGLY**

<b>FEEDBACK</b>	
<b>Score</b>	<b>/ 60</b>