



CHCDIV001

# Work with diverse people

## ASSESSOR GUIDE

Assessment 1 of 3

Short Answer Questions



## Assessment Instructions

### Task overview

This assessment task includes 26 short answer questions. Read each question carefully before capturing your response in the space provided.



### Assessment Information

#### Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

### Question 1

In your own words, define and describe the term 'diversity'.

[Approximate word count: 30 words]

**Assessor instructions:** Student must define the term diversity.

Benchmark standards of student responses provided below. Wording may vary however students answers must align to the key elements of the definition below.

*Diversity* refers to the range of differences between individuals. These differences may relate to race, ethnicity, gender, sexual orientation, age, religion, social class, physical ability etc.

### Question 2

Identify the 5 key concepts of diversity and provide a short explanation of each.

**Assessor instructions:** Student must list the 5 key concepts of diversity and provide a short description for each.

Benchmark standards of student responses provided below. Wording may vary however students answers must reflect the 5 concepts identified and appropriate explanations for each.

CONCEPT (Word count: Up to 2 words)		EXPLANATION (Approximate word count: 40 words)
1.	Inclusion	Inclusion involves creating an environment where all individuals feel valued, respected, and supported, regardless of their differences. It means providing equal opportunities and ensuring that everyone has a voice and feels like they belong.
2.	Equity	Equity refers to fairness and ensuring that all individuals have access to the same opportunities and resources, regardless of their differences. This involves acknowledging and addressing systemic barriers and power imbalances that can prevent some individuals from achieving their full potential.
3.	Intersectionality	Intersectionality recognises that people have multiple identities that intersect and impact their experiences, such as race, gender, sexuality, and disability. It involves understanding and addressing the ways in which different forms of oppression and discrimination can interact and compound.
4.	Cultural competence	Cultural competence involves understanding, respecting, and valuing different cultures and ways of life. It involves developing the skills and knowledge to communicate and work effectively with people from diverse backgrounds.
5.	Unconscious bias	Unconscious bias refers to the implicit attitudes and stereotypes that can influence our perceptions and decisions without our awareness. It is important to recognise and address these biases to create a more inclusive and equitable environment.

### Question 3

In your own words, define the concepts of cultural awareness, cultural safety and cultural competence.

[Approximate word count: 50 words each]

**Assessor instructions:** Student must demonstrate their understanding of the concepts of cultural safety, cultural competence and cultural awareness.

Benchmark standards of student responses provided below. Wording may vary however students answers must reflect the elements of each of the concepts as reflected below.

Cultural awareness	Developing an understanding and appreciation of different cultures and their values, beliefs, customs, and practices. It involves recognising the impact of cultural differences on communication, behavior, and relationships, and being open to learning about and respecting different ways of life.
Cultural safety	Creating a safe and supportive environment where people from all cultural backgrounds feel respected, valued, and free from discrimination. It involves acknowledging and addressing power imbalances and systemic barriers that can affect the safety and well-being of individuals from certain cultural backgrounds.
Cultural competence	Developing the knowledge, skills, and attitudes needed to work effectively with people from diverse cultural backgrounds by adapting communication and behaviour to work effectively with people from different cultures. Cultural competence also involves recognising and addressing cultural biases and stereotypes, and working to create a more inclusive and equitable environment.

#### Question 4

Describe how cultural awareness, cultural safety and cultural competence impact the different roles in the health and community care industries, such as a Caregiver, Service Manager and Health Care Provider roles.

[Approximate word count: 100 words]

**Assessor instructions:** Student must be able to demonstrate their understanding of the impacts of cultural safety, cultural competence and cultural awareness across a range of roles in the health and community care sector.

Benchmark standards of student responses provided below. Wording may vary however students answers must reflect the impact on each of the elements above across a range of care sector roles.

In terms of different roles in the home and community care sector, each of these concepts impact caregivers and other professionals in different ways. For example:  
Caregivers must be culturally aware so that they may be better equipped to understand and communicate with clients from diverse cultural backgrounds, which can help build trust and foster a positive relationship.  
Service Managers must prioritise cultural safety may be able to create a welcome environment for their staff and clients.  
Health care providers who are culturally competent can deliver care that is tailored to clients' beliefs and practices, which can contribute to better and more sustainable health outcomes and improved client satisfaction.

#### Question 5

Provide 2 examples of how an organisation can create a culturally competent, culturally safe and culturally aware workplace.

[Approximate word count: 20 words each]

**Assessor instructions:** Student must be able to suggest 2 examples of how to build a culturally competent, culturally safe and culturally aware workplace.

Benchmark standards of student responses provided below. Wording may vary however students answers must include examples of the demonstration requirements outlined in the Assessor instructions.

1	The organisation can provide relevant cultural awareness/safety and competence training to their workers on a regular basis or incorporate this into their induction training.
2	The organisation may encourage cultural celebration days encouraging workers to be a part of the celebrations.

### Question 6

Consider your own cultural background and complete the table provided, describing community attitudes, language, policies, and structures towards your culture.

Then, provide a brief explanation of how each facet of your culture may impact different people and groups.

**Assessor instructions:** Student must identify and consider their own cultural background and describe community attitudes, policies and structures toward their culture, as well as the impacts on different people and groups.

Benchmark standards of student responses provided below, however students' wordings may vary.

YOUR CULTURE	Student must identify their culture in this section, e.g. Chinese, Māori, Samoan, Australian etc.	
ELEMENT	DESCRIPTION (Word count: Up to 40 words each)	IMPACTS ON DIFFERENT PEOPLE AND GROUPS (Word count: Up to 30 words each)
Community attitudes	May have an impact on how different cultures are stereotyped. This can influence the way other cultures may be treated by the community.	The impacts of can be both positive and negative depending on the beliefs and attitudes from the community.
Language	There are cultures that enjoy sharing their languages with others, while some may prefer to sustain their language among their own culture.	Languages from other cultures may be sustained and continue to flourish if shared.
Policies	Other cultures may have a different interpretation or understanding of policies and how they are implemented as part of their cultural customs and beliefs.	Impacts may cause misinterpretation and misunderstanding of policies.
Structures	There are cultures that demonstrate a high regard on how the family is structured. For example, the oldest family member may be the head of the family and will be looked upon as the go to person for advice and support.	Cultural structures may differ to own cultural attitudes, values and beliefs.

### Question 7

The following table contains features of diversity in Australia. Briefly explain how they impact different areas of work and life.

[Approximate word count: 20 words each]

**Assessor instructions:** Student must be able to explain how political, social, economic, and cultural features of diversity impact the areas of work and life.

Benchmark standards of student responses provided below, however students' wordings may vary.

a.	Political	Established legislation has been developed to ensure people are treated equally and fairly against racism, discrimination and harassment, particularly in the workplace.
b.	Social	Cultural awareness training in a work setting can help improve workplace relationships and attitudes and increase team effectiveness.
c.	Economic	First Nations Peoples culture promotes and enhances economic status throughout Australia through tourism.
d.	Cultural	First Nations Peoples cultural heritage is passed down through generations.

### Question 8

Read the scenario below.

#### Scenario

John, 55, is being interviewed for a role at an extremely busy front service desk. With his 40 years of work experience at the forefront of various companies, he is feeling confident, until one interviewer asked how old he was as there was no date of birth noted on his Resume.

John did not answer this and told the interview panel that age should not be compared to his work experience, knowledge and work references that strongly evidence his strong skills and knowledge.

John is not successful in getting the job. He later finds out from a friend who works at the organisation that a younger woman got the job because they felt that she better suited the role.

Answer the following 3 questions in line with this scenario.

**Assessor instructions:** Based on the scenario provided, student must be able to identify a workplace breach, workplace consequences and the issues that may impact John because of this situation.

Benchmark standards of student responses provided below, however students' wordings may vary.

a.	What breach has the workplace committed? [Approximate word count: 60 words]	The organisation has discriminated against John by asking how old he is in the interview instead of basing the interview on his skills and knowledge. Age discrimination occurs when a person is treated less favourably, or not given the same opportunities as others in a similar situation, because they are considered to be too old or too young.
b.	What potential consequences can you identify for the organisation? [Approximate word count: 40 words]	Age discrimination can have detrimental effects by damaging positive and efficient working relationships, and the organisation can incur legal liability as it is against federal law, e.g. The Age Discrimination Act 2004 [Cth].
c.	What impacts may John be experiencing because of this situation? [Approximate word count: 30 words]	John may experience detrimental effects, particularly with his mental health, e.g. a feeling of being treated unfairly, being degraded, feeling isolated etc.

### Question 9

Read the scenario below.

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## Scenario

Sarah worked as a casual employee in the retail industry. She developed a physical disability but had a medical clearance and was able to work a maximum of five-hour shifts twice a week. Her employer refused to accommodate this and required her to work one eight-hour shift per week instead.

Answer the following 3 questions in line with this scenario.

**Assessor instructions:** Student must be able to identify a workplace breach, workplace consequences and the issues that may impact Sarah because of this situation.

Benchmark standards of student responses provided below, however students' wordings may vary.

a.	What breach has the workplace committed? [Approximate word count: 30 words]	Sarah has not been treated fairly due to her physical disability and the employer refusing to accommodate her medical clearance.
b.	What potential consequences can you identify for the organisation? [Approximate word count: 40 words]	The Disability Discrimination Act makes it against the law to treat a person unfairly because of a disability. Often, fines and prosecution result when workplace discrimination occurs.
c.	What impacts may Sarah be experiencing because of this situation? [Approximate word count: 30 words]	Negative impacts may include financial stress and mental health issues, e.g., anxiety, depression.

## Question 10

Read the scenario below.

## Scenario

Wong Huah is a student who was born overseas and moved to Australia when he was 13. Wong applied to study science at an education institution and was asked to provide evidence of his proficiency in English when other local students were not asked to provide this type of proof.

Answer the following 3 questions in line with this scenario.

**Assessor instructions:** Student must be able to identify a workplace breach, workplace consequences and the issues that may impact Wong because of this situation.

Benchmark standards of student responses provided below, however students' wordings may vary.

a.	What breach has the workplace committed? [Approximate word count: 30 words]	The organisation has treated Wong unfairly due to race by asking for proof of his English proficiency and not requesting this from the other students.
b.	What potential consequences can you identify for the organisation? [Approximate word count: 50 words]	Racial discrimination occurs when a person is treated less favourably, or not given the same opportunities, as others in a similar situation, because of their race, the country where they were born, their ethnic origin or their skin colour. Legal liabilities can be incurred by an organisation as a potential consequence.

c.	What impacts may Wong be experiencing because of this situation? [Approximate word count: 30 words]	This situation may have a detrimental impact on Wong's mental health and well-being which may cause undue stress, anxiety, low self-esteem and poor academic performance.
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### Question 11

Read the scenario below.

#### Scenario

Avalon was an employee at a seaside cafe. Regularly, she would overhear her supervisor making uncomfortable remarks about women in their swimwear to other male colleagues. She finally got fed up with this behaviour and told him that this kind of behaviour was unacceptable. A few days later, she was fired from her job.

Answer the following 3 questions in line with this scenario.

**Assessor instructions:** Student must be able to identify a workplace breach, workplace consequences and the issues that may impact Avalon because of this situation.

Benchmark standards of student responses provided below, however students' wordings may vary.

a.	What breach has the workplace committed? [Approximate word count: 40 words]	The supervisor's behaviour is sexual harassment which is discriminatory under the Sex Discrimination Act 1984 [Cth]. The supervisor is making unwelcomed sexual comments to other male colleagues which is making Avalon feel offended and humiliated.
b.	What potential consequences can you identify for the organisation? [Approximate word count: 30 words]	The business may face legal liabilities and fines. It may also risk losing business, working relationships and have a negative impact on their business reputation.
c.	What impacts may Avalon be experiencing because of this situation? [Approximate word count: 30 words]	It may have negative emotional effects that may impact her mental health, well-being and safety. It will also have a negative financial impact on Avalon.

### Question 12

Describe the Universal Declaration of Human Rights (UDHR) including why it was developed, what is included and how it has been used.

[Approximate word count: 110 words]

**Assessor instructions:** Student must be able to describe and explain the purpose of the Universal Declaration of Human Rights (UDHR).

Benchmark standards of student responses provided below, however students' wordings may vary.



The Universal Declaration of Human Rights (UDHR) is a document adopted by the United Nations General Assembly on December 10, 1948. It consists of 30 articles, which outline a range of civil, political, economic, social, and cultural rights that are considered to be universal and inalienable.

Its purpose is to serve as a common standard of achievement for all peoples and nations, and to provide a basis for cooperation and collaboration in the promotion and protection of all humans rights. The UDHR is not a legally binding document, but it has influenced the development of international human rights law and has been incorporated into the constitutions and legal systems of many countries.

### Question 13

Define what is meant by human rights and human needs and how they are interrelated.

[Approximate word count: 150 words]

**Assessor instructions:** Student must be able to define human rights and human needs and identify the relationship between them.

Benchmark standards of student responses provided below, however students' wordings may vary.

Human rights represent our basic rights and freedoms, regardless of race, gender, nationality, religion, or any other status. These include civil, political, economic, social, and cultural rights that are captured in international law and human rights treaties. Human rights are considered universal, inalienable, and indivisible, meaning that they apply to all individuals, cannot be taken away, and are interconnected and interdependent.

Human needs refer to the fundamental requirements that individuals require for survival. These include basic physiological needs such as food, water, shelter, and clothing. Human needs are generally universal, but can vary in intensity and priority depending on cultural, social, and individual factors.

Human rights and human needs are interrelated concepts. While human needs can be seen as the foundation of human rights, human rights are also designed to protect individuals' ability to pursue their own needs and goals, regardless of their circumstances.

### Question 14

List the 5 elements addressed in the Australian Human Rights Framework and provide a brief description of each.

**Assessor instructions:** Student must be able to identify the 5 elements included in the Australian Human Rights Framework as identified below. For each element they must provide a brief description.

Students answers to the elements must reflect those identified below. Benchmark standards of student responses for the descriptions are provided below, however students' wordings may vary.

ELEMENT [Word count: 1 word each]		BRIEF DESCRIPTION [Approximate word count: Up to 30 words each]
1.	Reaffirm	Commitment to promoting awareness and understanding of human rights in Australia.
2.	Educate	Support education and training about human rights in primary and secondary schools, in the community and in the Australian public sector.
3.	Engage	Support engagement programs in the local and international community and support consultation mechanisms on human rights issues.
4.	Protect	Introduce legislation to ensure compliance with human rights obligations and ensure alignment of all new legislation with existing treaties.
5.	Respect	Review legislation, policies and practices align with existing treaties and improve existing legislation to be consistent and user-friendly.

### Question 15

Provide an explanation of each of the following human rights-based approaches and instruments.

[Approximate word count: Up to 40 words each]

**Assessor instructions:** Student must be able to explain the human rights-based approaches/instruments. Benchmark standards of student responses provided below, however students' wordings may vary.

<b>PARTICIPATION</b>	Everyone has the right to participate in decisions which affect their human rights. Participation must be active, free and meaningful, and provide information in a form and a language which can be understood.
<b>ACCOUNTABILITY</b>	Ensure that there is robust monitoring of compliance with human rights standards as well as effective remedies for human rights breaches.
<b>NON-DISCRIMINATION &amp; EQUALITY</b>	Ensure that all forms of discrimination are prohibited, and priority should be given to people in the most marginalised or vulnerable circumstances who are confronted with barriers to realising their rights.
<b>EMPOWERMENT</b>	Everyone is entitled to claim and exercise their rights and freedoms. Individuals and communities need to be able to understand their rights, and to participate fully in the development of policy and practices which affect their lives.
<b>LEGALITY</b>	The law recognises human rights and freedoms and that the law itself is consistent with the principles of human rights.

### Question 16

Provide an explanation of the characteristics for each of the following areas of diversity.

[Word count: Approximately 230 - 235 words in total]

**Assessor instructions:** Student must be able to provide an explanation of the identified characteristics of diversity. Benchmark standards of student responses provided below, however students' wordings may vary.

<b>AREA OF DIVERSITY</b>		<b>EXPLANATION &amp; CHARACTERISTICS</b> [Approximate word count: Up to 30 words each]
a.	Culture	A set of learned values and way of life in society
b.	Race	A combination of physical, behavioural and cultural qualities.
c.	Ethnicity	Groups of people who share similarities such as racial, tribal, religious, linguistic, or cultural origin.
d.	Disability	Refers to a person's total or partial loss of bodily or psychological functions, body parts, or an illness or disorder affecting a person's functions

e.	Religious or spiritual beliefs	An individual's faith that has impact on one's values or way of life
f.	Gender	Being as male or female
g.	Intersex	Intersex people have innate sex characteristics that don't fit medical and social norms for female or male bodies, and that create risks or experiences of stigma, discrimination, and harm.
h.	Generational	This is characterised by a group of people composed of individuals from different age groups
i.	Sexual orientation	Refers to the person's identity in terms of emotional or physical attraction based on their gender.
j.	Sexual identity	It is how the person sees oneself as either male or female, and how oneself is presented to others.
k.	Intersex	Intersex is generalised to mean that an individual is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male."
l.	Lesbian	A female who is attracted to other females.
m.	Gay	A male who is attracted to other males.
n.	Bisexual	A person who is attracted to both female and male.
o.	Heterosexual	A person who is attracted to people of the opposite sex
p.	Transgender	A person whose gender identity can be different from the sex they were assigned at birth.

### Question 17

Provide an example of a social, political and economic issues that affects Aboriginal and/or Torres Strait Islander people in Australia.

**Assessor instructions:** Student must be able to provide an example of social, political and economic issues impacting Aboriginal and Torres Strait Islander peoples.

Benchmark standards of student responses provided below, however students' wordings may vary.

ISSUE TYPE		EXAMPLE [Approximate word count: 50 words each]
a.	Social issue	A social issue that affects Aboriginal and Torres Strait Islander people is the high rate of incarceration. Indigenous Australians are disproportionately represented in the criminal justice system, comprising only 3% of the population but 30% of the prison population.

b.	Political issue	A political issue that affects Aboriginal and Torres Strait Islander people is the ongoing struggle for self-determination and recognition of Indigenous sovereignty. The history of colonisation, dispossession, and assimilation policies has led to ongoing injustices and marginalisation for Indigenous peoples, including the loss of land, culture, and language.
c.	Economic issue	One example of an economic issue that affects Aboriginal and Torres Strait Islander people is the persistent gap in socioeconomic outcomes between Indigenous and non-Indigenous Australians. Indigenous Australians experience higher rates of unemployment and poverty which may be attributed to limited access to education and employment opportunities.

### Question 18

Consider how western structure and systems interact with Aboriginal or Torres Strait Islander people’s culture and engagement with services. Identify 3 potential impacts on their engagement with health and support services.

[Approximate word count: Up to 50 words each]

**Assessor instructions:** Student must be able to provide 3 examples of how western structures and systems have impacted Aboriginal and Torres Strait Islander peoples culture impacting their engagement with health and support services.

Benchmark standards of student responses provided below, however students’ wordings may vary.

1.	Western healthcare systems are often designed for English-speaking patients, which can create barriers for Indigenous people who speak different languages or dialects. This can lead to misunderstandings, miscommunications, and difficulties accessing services.
2.	Western medical terminology and jargon may not be familiar to Indigenous people, which can make it difficult for them to understand their health issues and treatment options.
3.	Western healthcare systems may not be culturally safe for Aboriginal and Torres Strait Islander people, who may have different health beliefs and practices. This can lead to a lack of trust and engagement with healthcare services, as well as poorer health outcomes.  Additional alternate answers may include: <ul style="list-style-type: none"> <li>Indigenous people may live in remote or regional areas where healthcare services are limited, or they may not have access to reliable transport or affordable healthcare options.</li> <li>Indigenous people may face discrimination or stigma when accessing healthcare services, which can create feelings of shame or embarrassment.</li> <li>The impact of colonialism, including policies of forced removal of children, loss of land and culture, and other forms of trauma, has led to intergenerational trauma for many Indigenous people. This trauma can have a significant impact on their physical and mental health and may make them hesitant to engage with Western healthcare services.</li> </ul>

### Question 19

Identify an example of a potential need of a marginalised group in relation to a physical, mental and emotional health issue. Include the marginalised group, the potential issue and need.

Marginalised groups may include Aboriginal and Torres Strait Island peoples, people living with a disability or mental illness, women, single parents, refugees, LGBTIQ+ people, culturally and linguistically diverse groups etc.

**Assessor instructions:** Student must be able to identify one physical, emotional and mental issue and need that marginalised groups may experience. Students must make a link between the group, the issue and the need in their answer.

Marginalised groups may include Aboriginal and Torres Strait Island peoples, people living with a disability or mental illness, women, single parents, refugees, LGBTIQ+ people, culturally and linguistically diverse groups etc.

Benchmark standards of student responses provided below, however students' wordings may vary.

NEED TYPE		MARGINALISED GROUP	POTENTIAL ISSUE & NEED [Approximate word count: 50 words each]
a.	Physical health	Aboriginal and/or Torres Strait Islander people's	Indigenous people in Australia have higher rates of chronic diseases, such as diabetes and heart disease, compared to non-Indigenous people. They may require targeted interventions to help manage these conditions, such as access to culturally appropriate healthcare services, nutrition programs, and exercise programs.
b.	Mental health	LGBTIQ+ youth	LGBTIQ+ youth may experience higher rates of depression, anxiety, and suicidal ideation compared to their non-LGBTIQ+ peers. They may require access to safe and supportive mental health services, such as counseling and support groups, to address their mental health needs and reduce the risk of suicide.
c.	Emotional health	Refugees and asylum seekers.	Refugees and asylum seekers may experience social isolation, loneliness, and a sense of disconnection from their new community. They may require access to social support programs, such as community centres, mentorship programs, and language classes, to help them build social connections and feel a sense of belonging in their new home.

### Question 20

Provide 2 examples of protective factors among Aboriginal and Torres Strait Islander communities.

[Approximate word count: 40 words each]

**Assessor instructions:** Student must be able to provide 2 protective factors among Aboriginal and Torres Strait Islander communities.

Benchmark standards of student responses provided below, however students' wordings may vary.

1.	Aboriginal and Torres Strait Islander communities have a connection to land and culture which is both a set of standards and rules that guide their spiritual beliefs, customs, tradition, and history which is passed down from one generation to the next and fiercely protected.
2.	Aboriginal and Torres Strait Islander community culture is an important factor in terms of health interventions where aspects of their culture are included and can lead to health improvements.

### Question 21

Read the scenario below.

## Scenario

Bill, an Aboriginal elder and his family were performing traditional cultural ceremonies on a piece of pastoral land. They had ensured permission was granted before exercising their cultural rights. A neighbour approached the family and told them that they need to go 'out bush to do that sort of stuff'. Shortly after, the Police came and issued a trespassing notice, requesting they leave.

Based on this situation, identify 1 example of discrimination, trauma, exclusion, and negative attitudes the Aboriginal elder and his family may have experienced. Consider how this may have impacted them.

**Assessor instructions:** Students must capture an example of each of the following behaviours and consider how this would have impacted the Aboriginal elder and his family from the scenario.

Benchmark standards of student responses provided below, however students' wordings may vary.

IMPACT TYPES		EXAMPLE & CONSIDERATION (Word count: Up to 40 words each)
a.	Discrimination	When the neighbour approached the family and told them to go 'out bush...'. This is a discriminatory term as it was used in a derogatory way.
b.	Trauma	Indigenous people in Australia have experienced trauma as a result of colonisation including a loss of culture, land and the forced removal of children. The discriminatory treatment by the neighbour and by the Police issuing a trespass notice reinforces this trauma.
c.	Exclusion	Bob and his family believed they did the correct process in terms of accessing permission to the land to exercise their cultural rights, however, they were still excluded from having the right to perform their cultural traditions.
d.	Negative attitudes	Negative attitudes and stereotypical behaviour was displayed by the neighbour towards Bob and his family.

## Question 22

Provide a description of each of the following resources that enable individuals and organisations to embrace and respond to diversity.

(Word count: Approximately 70 - 75 words in total)

**Assessor instructions:** Students must describe each of the identified resources as a tool used to enable individuals and organisations to embrace diversity.

Benchmark standards of student responses provided below, however students' wordings may vary.

RESOURCE		DESCRIPTION (Word count: Up to 40 words each)
a.	Language	Language is the principal method of communication which can be verbal (spoken) or manual (signed), or written symbols that allow people to participate and connect and can help bridge the gap in language differences.
b.	Cultural interpreters	Cultural interpreters have a key role in assisting with cultural understanding and beliefs concerning cultural practices with services.
c.	Imagery	Imagery is a use of figurative language that may represent objects, actions and ideas to reduce and avoid misinterpretation of cultures.

### Question 23

Identify 3 influences and changing practices that have had an impact on the diverse communities across Australian society.

[Approximate word count: 60 words each]

**Assessor instructions:** Student must identify and describe 3 influences and changing practices that have had an impact on Australian societies.

Benchmark standards of student responses provided below, however students' wordings may vary.

1.	Multiculturalism policy: In 1972, Australia adopted a formal policy of multiculturalism, which recognized and celebrated the cultural diversity of its population. This policy has had a significant impact on the way that different communities are viewed and valued in Australia, and has helped to foster greater social cohesion and understanding.
2.	Indigenous recognition and reconciliation: In recent years, there has been a growing recognition of the impact of colonialism and the ongoing effects of historical injustices on Indigenous peoples in Australia. The movement for Indigenous recognition and reconciliation has led to a greater understanding and appreciation of Indigenous cultures, as well as efforts to redress past wrongs and improve outcomes for Indigenous communities.
3.	LGBTIQ+ rights: Over the past few decades, there has been a significant shift in attitudes towards the LGBTIQ+ community in Australia. This has been reflected in changes to laws and policies, such as the legalization of same-sex marriage, as well as a growing awareness of the diverse needs and experiences of this community.  Alternative answers may include: <ul style="list-style-type: none"><li>Disability rights: There has been a growing recognition of the rights of people with disabilities in Australia, and efforts to improve accessibility and inclusion across a range of areas, such as education, employment, and public spaces. This has led to greater opportunities and outcomes for people with disabilities, as well as a greater understanding and acceptance of their experiences and needs.</li></ul>

### Question 24

Provide an explanation of how diversity practices and experiences affect personal behaviour, interpersonal relationships, perception and social expectations of others.

**Assessor instructions:** Student must be able to provide an explanation of diversity practices and experiences affect our personal behaviour, interpersonal relationships, perception, and social expectation of others.

Benchmark standards of student responses provided below, however students' wordings may vary.

FACTOR		EXPLANATION (Word count: Up to 40 words each)
a.	Personal behaviour	Personal behaviour is engrained in a person's upbringing which may cause a person to reflect on their behaviour as socially acceptable and superior to all others when in a social environment.
b.	Interpersonal relationships	Learning about other cultures allows engaging interpersonal relationships as often what we see, hear or read can be misinterpreted. Through learning about other people's cultures, it allows us to see another perspective of people who live in that culture.



c.	Perception	A person with a strong perspective of culturally diverse groups may easily recognise, accept and respect cultural differences.
d.	Social expectations of others	Social expectations of others can be both positive and negative. For instance, stereotyping of some different cultural groups can have a negative impact such as social isolation and exclusion.

### Question 25

Identify 2 legal rights and responsibilities related to diversity and fair treatment in the workplace for each of the identified stakeholder groups.

**Assessor instructions:** Student must identify 2 rights and responsibilities for employers, workers and clients. These rights and responsibilities must relate to diversity and fair treatment in the workplace.

Benchmark standards of student responses provided below, however students' wordings may vary.

FACTOR		RIGHTS (Word count: Up to 20 words each)	RESPONSIBILITIES (Word count: Up to 25 words each)
Employers	1.	Has the right to hire the most suitable applicants, regardless of their gender, race, culture etc.	Ensure the workplace provides an inclusive environment free of bullying and harassment.
	2.	The right to dismiss workers based on poor performance or behaviour providing they are following proper procedures.	Ensure employees have access to all the tools and information needed to perform their role, including disability access to offices etc.
Workers	1.	Has the right to expect equal access to opportunities in the workplace.	To treat all clients fairly, providing equal access to services and opportunities regardless of their gender, race, culture etc.
	2.	Has the right to a safe workplace, free from discrimination, bullying and harassment.	To not harass or bully any co-worker, client or stakeholder based on their gender, race, culture etc.
Clients	1.	To be treated with respect and dignity.	To allow safe and reasonable access for care workers at the times specified in their care plan or otherwise by agreement.
	2.	To be treated without exploitation, abuse or discrimination.	To respect care workers human, legal and industrial rights including the right to work in a safe environment.

### Question 26

For each of the scenarios provided, identify the following:

- The employers action that represents a legal breach of their responsibilities/ the employees rights.
- Actions available to the employees in response to legal breach of their rights/ the employers responsibilities.

**Assessor instructions:** Student must identify any employers breach of responsibilities and employee action available for a breach of their rights.

Benchmark standards of student responses provided below, however students' wordings may vary.

SCENARIO	EMPLOYERS BREACH OF RESPONSIBILITIES [Approximate word count: 50 words each]	EMPLOYEE ACTION FOR BREACH OF RIGHTS [Approximate word count: 50 words each]
Joanie has been made redundant at 5 months pregnant. Her employer advised her that her job was no longer required. A few weeks after Joanie left the job she found out that another work colleague was in her role.	The employer has the responsibility to provide Joanie with a safe work environment free from discrimination which is not being taken into consideration.	Joanie is being discriminated against due to her pregnancy. She has the right to a just and fair workplace. She has the right to take industrial or legal action against her employee.
Jason is a support worker in a Community Mental Health Rehabilitation Centre. He is making Tony's bed when Tony becomes aggressive and screams at him for not making it the way he likes it made. Tony then throws a book at his head. The corner of the book cuts Jason's eye. Tony reports this incident to his supervisor who laughs it off and tells him that Tony is always angry at anything and that it's just a little cut which isn't a big deal. Jason found these remarks hurtful.	Employers have a duty of care for an employee's health and wellbeing whilst at work. An employer that allows bullying or harassment whether it be from staff or clients in the workplace is not meeting their responsibility.	Jason is being bullied in the workplace as his supervisor's remarks are hurtful to him. Jason has the right to be in a safe workplace free from violence, harassment and bullying. He has the right to make a complaint against his supervisor and take industrial or legal action.

### Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

26 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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 **Congratulations you have reached the end of Assessment 1!**

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