



Work with diverse people

CHCDIV001

Assessment 1 of 3

Short Answer Questions



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCDIV001	Work with diverse people	
COURSE AND MODULE DETAILS		
Assessments may be published in more than one course. Add lines for additional courses as needed.		
Course Code [UPed]	Module Number [Order]	Module Code [UPed]
SOE3IS11A	2	M0069A
ASSESSMENT TYPE		
Assessment Method:	Written Assessment	Choose an item. Choose an item.
Select all that apply.		

SECTION 2
STUDENT INSTRUCTIONS
The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.
Student instructions
This is assessment 1 of 3 for CHCDIV001 Work with diverse people, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to answer 26 questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
Supporting documents
To answer some of the questions, you will need to access the following documents:
N/A
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submit the following files:

Student name: Click or tap here to enter text

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- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as** type list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click **Standard** (publishing online and printing).

If the file size is more important than print quality, click **Minimum size** (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

Student name: Click or tap here to enter text

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SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Student name: Click or tap here to enter text

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Assessment Instructions

Task overview

This assessment task is divided into 24 questions. Read each question carefully before typing 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.

Student name: Click or tap here to enter text

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CHCDIV001 Work with diverse people

Question 1

Provide an explanation of the concepts and a definition of 'diversity'.

[Word count: Approximately 60 – 65 words]

Assessor instructions: Student must be able to show their understanding of the concepts and definition of diversity. Benchmark standards of student responses provided below, however students' wordings may vary.

Student's response demonstrates knowledge of their understanding of the concepts and definition of diversity – an exemplar response is provided.

Concepts of diversity include:

- Uniqueness of individuals
- Respecting different cultures, backgrounds and life experiences
- Recognising and respecting differences
- Respecting preferences of others (sexual, gender, religious, political, spiritual etc)
- Tolerance and understanding of others.

Definition of diversity states:

The Macquarie Dictionary defines the word 'diversity' as: 'the state or fact of being diverse; difference; unlikeness; variety; multiformity; a point of difference.'

Question 2

Complete the table provided and explain the meaning of 'cultural awareness', cultural safety and cultural competence.

[Word count: Approximately 100 – 110 words in total]

Assessor instructions: Student must be able to show their understanding of cultural safety, cultural competence and cultural awareness. Benchmark standards of student responses provided below, however students' wordings may vary.

a.	Cultural Awareness is sensitivity to the similarities and differences that exist between two different cultures and the use of this sensitivity in effective communication with members of another cultural group.
b.	Cultural Safety involves actions that recognise, respect and nurture the unique cultural identity of a person and safely meet their needs, expectations and rights. It means working from the cultural perspective of the other person, not from your own perspective.
c.	Cultural Competence means becoming aware of the cultural differences that exist, appreciating and understanding those differences and accepting them. It also means being prepared to guard against accepting your own behaviours, beliefs and actions as the norm.

Student name: Click or tap here to enter text

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Question 3

Describe how, cultural awareness, cultural safety and cultural competence have an impact working in the home and community care sector.

[Word count: Approximately 50 - 100 words]

Assessor instructions: Student must be able to show their understanding of the impacts of cultural safety, cultural competence and cultural awareness. Benchmark standards of student responses provided below, however students' wordings may vary

Cultural awareness, cultural safety and cultural competence impact workers in the home and community care sector through the creation of safe workplaces, valuing and embracing different cultures, recognising and avoiding stereotypes and through building and reinforcing positive work practices across the workplace.

Question 4

Provide two [2] examples of how an organisation can implement and demonstrate cultural competence, cultural safety, and cultural awareness?

[Word count: Approximately 20 - 40 words in total]

Assessor instructions: Student must be able to provide two [2] examples of implementing and demonstrating cultural safety, cultural competence, and cultural awareness. Benchmark standards of student responses provided below, however students' wordings may vary.

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 5

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.

[Word count: Approximately 100 - 160 words in total]

Assessor instructions: Student must be able to consider their own cultural background and describe community attitudes, policies and structures toward their culture. 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.	
Description	Impacts of different people and groups
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.

Student name: Click or tap here to enter text

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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 6

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

[Word count: Approximately 60 – 65 words in total]

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 7

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.

[Word count: Approximately 100 - 110 words in total]

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor instructions: 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?	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?	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?	John may experience detrimental effects, particularly with his mental health, e.g. a feeling of being treated unfairly, being degraded, feeling isolated etc.

Question 8

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.

[Word count: Approximately 55 - 60 words in total]

Assessor instructions: Student must be able to identify a workplace breach, workplace consequences and the issues that may impact Sue because of this situation. Benchmark standards of student responses provided below, however students' wordings may vary.

a.	What breach has the workplace committed?	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?	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?	Negative impacts may include financial stress and mental health issues, e.g., anxiety, depression.

Question 9

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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.

[Word count: Approximately 90 – 110 words in total]

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?	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?	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?	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.

Question 10

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.

[Word count: Approximately 80 – 90 words in total]

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?	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?	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?	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.

Student name:

Student number:



Question 11

What are human rights and why are they important when considering cultural diversity?

[Word count: Approximately 30 – 70 words]

Assessor instructions: Student must be able to provide a clear explanation of human rights and their relationship with cultural diversity. Benchmark standards of student responses provided below, however students' wordings may vary.

Human rights are a set of moral principles and recognise the innate value of each individual, irrespective of background, location, what we look like, what we think or believe. Human rights are crucial when considering cultural diversity because it encompasses the right to cultural participation, protection of cultural heritage, protection of a person's belonging to ethnic, religious and linguistic groups and the freedom of expression and non-discrimination.

Question 12

What is the purpose of the Universal Declaration of Human Rights?

Assessor instructions: Student must be able to explain the purpose of the Universal Declaration of Human Rights. Benchmark standards of student responses provided below, however students' wordings may vary.

[Word count: Approximately 40 – 50 words]

The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948. The declaration is not legally binding for the countries who have signed it, but it does set out an important set of agreements and understandings about what human rights mean for the world.

Question 13

How are human needs and human rights interrelated?

[Word count: Approximately 50 – 65 words]

Assessor instructions: Student must be able to identify the relationship between human needs and human rights. Benchmark standards of student responses provided below, however students' wordings may vary.

Human needs are what we require to survive, e.g., food and water. Human rights are moral, ethical or legal entitlements to have or do something, e.g., having the right to health care services. For instance, if there is a need to seek medical attention because our health is impacted, then, we have a right to be provided with appropriate healthcare services and medical treatment.

Question 14

Identify at least three (3) actions that are included in the Australian Human Rights Framework and explain how they are used in the workplace.

[Word count: Approximately 80 – 90 words in total]

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor instructions: Student must be able to identify at least three (3) actions that are included in the Australian Human Rights Framework and how they are used in the workplace. Benchmark standards of student responses provided below, however students' wordings may vary.

1.	Reaffirm – Commitment to promoting awareness and understanding of human rights and respecting human rights in the workplace.
2.	Protect – Improve current and existing workplace policies and procedures to ensure compliance with human rights.
3.	<p>Educate – Improve and enhance education and training about human rights across the workplace for employees.</p> <p>Additional responses may include:</p> <p>Respect – Policies, procedures and resources are available to employees to access to enhance knowledge, guidelines, rights and responsibilities in the workplace.</p> <p>Engage – Employer should actively communicate human rights within the workspace to improve employee relationships.</p>

Question 15

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

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.

<p>Participation</p> <p>(Word count: Approximately 30 – 35)</p>	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.
<p>Accountability</p> <p>(Word count: Approximately 20 – 25)</p>	Ensure that there is robust monitoring of compliance with human rights standards as well as effective remedies for human rights breaches.
<p>Non-discrimination and equality</p> <p>(Word count: Approximately 30 – 35)</p>	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.
<p>Empowerment</p> <p>(Word count: Approximately 35 – 40)</p>	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.
<p>Legality</p>	The law recognises human rights and freedoms and that the law itself is consistent with the principles of human rights.

Student name:

Student number:



[Word count: Approximately 20
– 25]

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.

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

Prove an example each of a social and political issue that affect Aboriginal and/or Torres Strait Islander people in Australia.

[Word count: Approximately 50 – 55 words in total]

Student name:

Student number:



Assessor instructions: Student must be able to provide an example of a social and political issue impacting Aboriginal and Torres Strait Islander peoples. Benchmark standards of student responses provided below, however students' wordings may vary.

a.	Social issues	Aboriginal and Torres Strait Islander peoples are more likely to experience various forms of disadvantage. For example, discrimination, poverty, isolation and trauma.
b.	Political issues	Aboriginal and Torres Strait Islander peoples experience frustration where blanket approaches to delivering programs and services are applied, whereas, what might work in one community may not work in all.

Question 18

Consider how Western society and culture has affected Aboriginal or Torres Strait Islander people's engagement with services. Provide three [3] examples.

[Word count: Approximately 65 - 70 words in total]

Assessor instructions: Student must be able to provide three [3] examples of how Western society has impacted Aboriginal and Torres Strait Islander peoples. Benchmark standards of student responses provided below, however students' wordings may vary.

1.	Western society should consider cultural practices, e.g., kinship when working with Aboriginal and Torres Strait Islander peoples when engaging in services.
2.	Discrimination, historical trauma and oppression can have a negative effect when Aboriginal and Torres Strait Islander peoples are engaging with services.
3.	Stigmatisation from Western society and culture can leave a severe impact on the mental health and well-being of Aboriginal and Torres Strait Island peoples.

Question 19

Some groups of people in society are marginalised because of their previous experiences or because of particular characteristics that may affect their ability to engage with services, activities and experiences in the community which can have an impact on them when trying to engage services for support.

Identify one physical, emotional, and mental need which marginalised groups may experience.

[Word count: Approximately 42 -50 words in total]

Assessor instructions: Student must be able to identify one physical, emotional and mental need that marginalised groups may experience. 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.

Physical	May not be able to access services in the community due to lack of finances or transport.
Emotional	May feel isolated and not included within society due to stigmatisation and stereotyped by society.
Mental	May lack mental capacity to understand bureaucratic literacy and documentation.

Student name: Click or tap here to enter text

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Question 20

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

[Word count: Approximately 70 – 75 words in total]

Assessor instructions: Student must be able to provide two [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

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.

Taking this situation into consideration, what are the potential impacts the Aboriginal elder and his family may have experienced.

[Word count: Approximately 100 words in total]

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

a.	Discrimination – When the neighbour approached the family and told them to go 'out bush...' is discriminatory.
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 and stereotypes – Negative attitudes and stereotypical behaviour was displayed by the neighbour towards Bob and his family.

Question 22

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

[Word count: Approximately 70 – 75 words in total]

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

Student name:

Student number:



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

Listed are two [2] cultural influences that have impacted Australian Culture. Provide a brief description of how they have shaped Australia today.

[Word count: Approximately 55 – 60 words in total]

Assessor instructions: Student must be able to describe how agriculture and multi-ethnic migration has shaped Australian society. Benchmark standards of student responses provided below, however students' wordings may vary.

1.	Multi-ethnic migration has influenced all aspects of Australian life in terms of benefiting society through arts, business and cuisine which makes Australia a strongly diverse country.
2.	Agriculture Agriculture today is a highly sophisticated and technical industry in Australia today which has led to farmers remaining competitive in the global food industry. Food security also affects the status of a strong exporting nation.

Question 24

Provide an explanation of how diversity practices and experiences affect each of the following.

[Word count: Approximately 115 – 120 words in total]

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.

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

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	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

List two (2) rights and responsibilities each for employers, clients and workers.

(Word count: Approximately 140 - 145 words in total)

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

	Rights	Responsibilities
Employers	1. Has the right to refuse work that may put their employees in danger.	1. Ensure the workplace provides a safe environment and adequate facilities.
	2. The right to hire and dismiss workers providing they are following proper procedures.	2. Ensure employees have access to relevant information, instruction, training and supervision as reasonably necessary.
Workers	1. The right to participate in decisions that could affect their health and safety.	1. Must obey reasonable instruction that the employer may give in relation to work, health and safety.
	2. The right to refuse work that could affect their health and safety and that of others.	2. Must comply with any policy that applies at the workplace that has been approved.
Clients	1. To be treated with respect and dignity.	1. To allow safe and reasonable access for care workers at the times specified in my care plan or otherwise by agreement.
	2. To be treated without exploitation, abuse or discrimination.	2. To respect the rights of care workers to their human, legal and industrial rights including the right to work in a safe environment.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Q26 From the scenarios in the below table, identify:

- What action an employee can take if their rights are being infringed upon?
- What responsibilities were not carried out by the employer?

[Word count: Approximately 135 - 140 words in total]

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

Scenario	Employee action if their rights are infringed	Employer's responsibilities not carried out
<p>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.</p>	<p>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.</p>	<p>The employer has the responsibility to provide Joanie with a safe work environment free from discrimination which is not being taken into consideration.</p>
<p>Jason is a support worker in an aged care facility. 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.</p>	<p>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.</p>	<p>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.</p>

Student name: Click or tap here to enter text

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Congratulations you have reached the end of Assessment 1!

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