Contents

Before you begin

This learner guide is based on the unit of competency *FSKRDG07 Read and respond to simple workplace information*, Release 1.

How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help.
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

Your story

Today is your first day working at Seagrass High School.

When you arrive at the school, Rebekah meets you and shows you where you will be working. Rebekah is your supervisor. She introduces you to Jamie, Linda and Lee who will work with you in the office. Rebekah talks to you about the tasks you will be doing.

Tasks are things you do, to do your job. You will read and reply to emails, update information on the computer, and do general tasks in the office.

Day 1

At Seagrass High School a lot of different workplace information is used. Workplace information tells you important things about the place where you work.

Workplace information is different depending on where you work. For example, a grocery store has different workplace information from a school. The Seagrass High School workplace information is only about the school.

In a workplace, there are different types of written information.

Written information is called text. You will read various types of text at work every day.
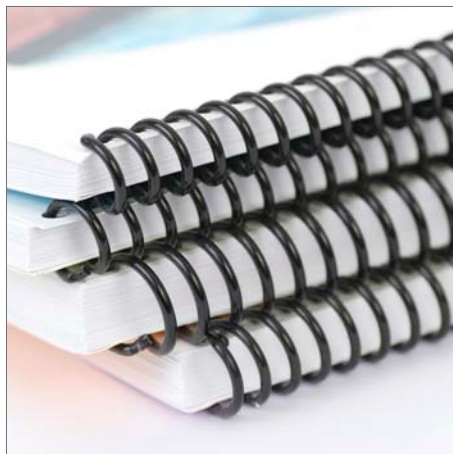
Messages

Messages contain information that is intended for a specific person or group of people. Messages may be in:

- a short message service (SMS)

- print.

SMS messages

The letters SMS stand for 'short message service'. An SMS message is usually a brief message and is often called a 'text'. The message is written using a mobile phone keypad.

The message is read on the mobile phone display screen.
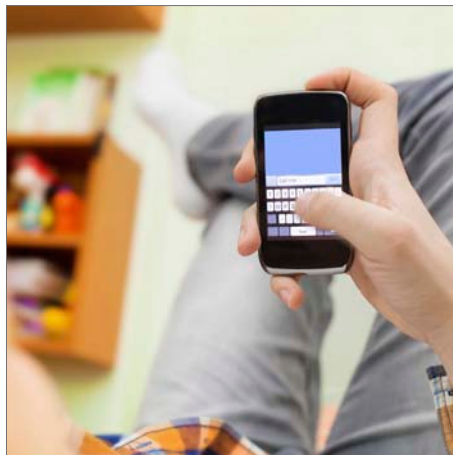
Email

An email is an electronic way to send messages and letters using your computer. Emails can be sent to one person or to more than one person. An email has information fields. The information fields are blank spaces to type in information.

Here is an example of what an email looks like:

Who the message is from   Who the message is to
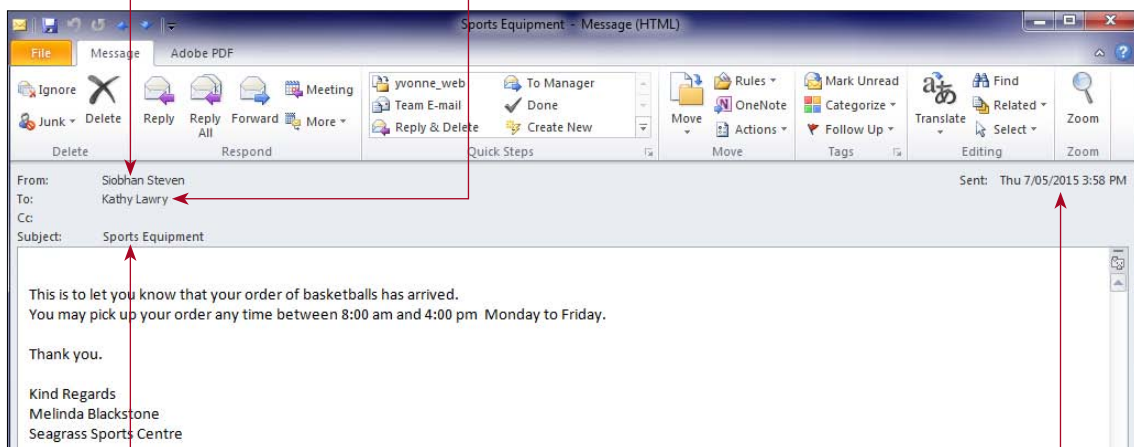
What the message is about   When the message was sent

What the information on the email means

Information field	Explanation
From	This is where you can find the name or email address of the person who sent the email.
To	This is where you can find who the email is for.
Sent	This is where you can find the time the email was sent.
Subject	This says what the email is about.
White area	This is where you can find the message of the email. The white area is called the body of the email. It is called the body because this is the main part of the email.

Procedures or instructions

A procedure or an instruction may be a set of steps that tell you how to do something and the way to do it. Procedures and instructions will be different depending on the workplace.

Procedures and instructions should:

- have a title
- have the steps in the right order
- use numbers or bullet points.

Here is an example of what a procedure looks like:

Seagrass High School 2015
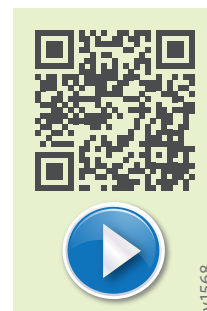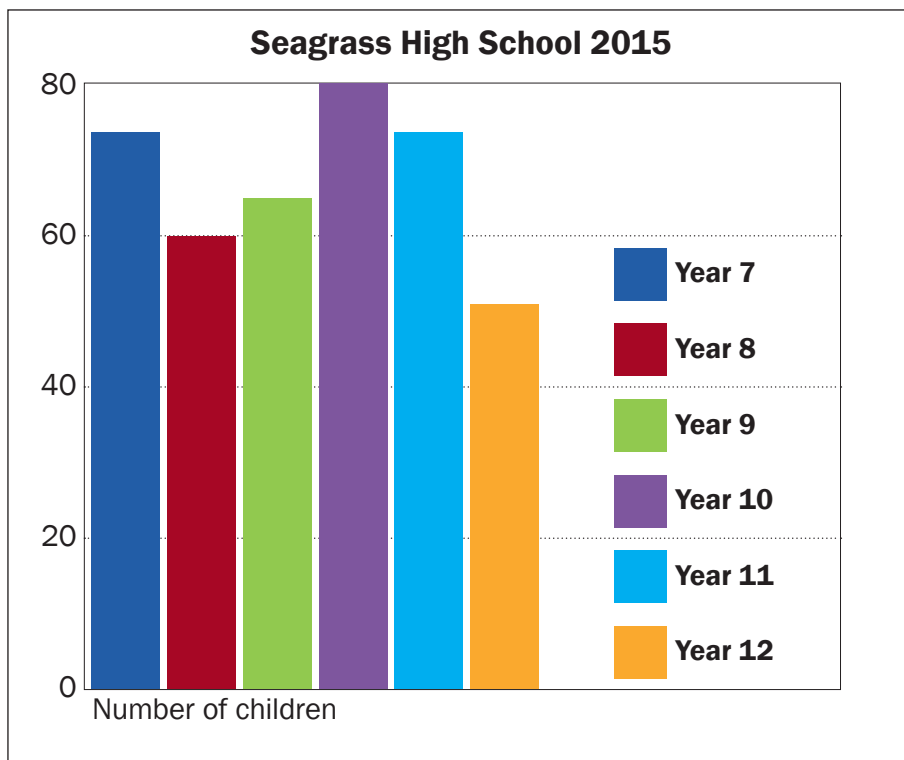
What the information on the chart means

Words and images	Explanation
Seagrass High School 2015	Title of the chart
Numbers	The number of children
Number of children	The label that shows what the coloured bars represent
0–80	The number of children
Year 7 to Year 12	Each year with a coloured square to show which bar it relates to in the chart

Audience and purpose

Every text has a purpose and an audience.

The purpose is the reason for the text.

You may need to read and respond to text for different reasons when working at Seagrass High School.

You may need to:

- inform
- request
- instruct
- warn or prohibit.

The audience is who the text is written for. When you write text, it is important to understand who the audience is. If you send an email to your co-worker Lee, he is the audience of the email.

Words with tenses/mixed tenses

Words have a tense. Tenses include present tense, past tense and future tense. The tense used in a sentence shows the time you are talking about.

Here are some examples.

Word	Past tense It means that you **did** something.	Present tense It means that **you are doing** something now.	Future tense It means that you **will** do something.
Write	I wrote a message.	I write a message.	I will write a message.
Speak	I spoke with Rebekah.	I speak with Rebekah.	I will speak with Rebekah.
Email	I emailed Rebekah.	I email Rebekah.	I will email Rebekah.

Negatives

Negatives are used when we want to say something is untrue or not the case.

For example:

- None of the students came to basketball training.
- No one was using the telephone.
- Nothing was wrong with the computer.

Here are examples of other negative words:

- No
- Not
- Nobody
- Nothing
- Neither
- Never
- Don't
- Shouldn't
- Can't

In a workplace, negatives may be used in procedures, such as:

- Turn the machine off. Never clean the machine while it is on.
- Don't forget to write the report.
- Food must not be taken into the work area.

Clauses and conjunctions

A clause is a group of words that has a subject and a verb. Clauses often are used in notices, such as 'Please wipe your feet and close the door'.

When these two clauses are joined by a conjunction (joining word), they make a sentence. Look at the example below to see how the conjunction joins the two clauses.

Please	wipe	your	feet	and	close	the	door.
	verb		**subject**	**conjunction**	**verb**		**subject**
clause					**clause**		

Here are examples of conjunctions. It is important to use the right conjunction. Conjunctions can change the meaning of the sentence.

Conjunction	Example
and	I am going to speak with Jamie and Linda.
or	I am going to speak with Jamie or Linda.
then	I am going to speak with Jamie then Linda.
but	I am going to speak with Jamie but not Linda.
after	I am going to speak with Jamie after Linda.

What has happened on Day 1

On your first day of work at Seagrass High School you have learned about:

- identifying different types of text
- identifying the audience and purpose of the text
- identifying different text features.

Checkpoint: Day 1

Read the following sentences. Place a tick ✓ inside the box beside the correct answer.

1. Procedures contain:
   - ❑ information fields.
   - ❑ steps.
   - ❑ the start and end time of a shift.

2. Labels contain:
   - ❑ simple words.
   - ❑ charts.
   - ❑ tables.

3. The audience of a text is:
   - ❑ who the text is for.
   - ❑ the reason for the text.
   - ❑ the purpose of the text.

4. A conjunction is a:
   - ❑ contraction.
   - ❑ word that has been shortened.
   - ❑ joining word.

5. Here is a sentence:

   I am going to speak with Jamie then Linda.

   The sentence contains a:
   - ❑ contraction and abbreviation.
   - ❑ block letter and a conjunction.
   - ❑ negative and an abbreviation.

What you have learned

Well done. Since you have started working at Seagrass High School you have learned about:

- identifying the different types of text
- identifying the audience and purpose of the text
- identifying different text features
- finding information
- reading workplace terminology
- reading strategies
- checking what you have read
- responding to information.

You are now ready for the Final Assessment.

Final assessment

How to work through this final assessment

This final assessment is for the unit *FSKRDG07 Read and respond to simple workplace information*, Release 1.

An assessor will look at the tasks you complete and decide if you are competent for this unit. Your assessor may be your trainer or your workplace supervisor.

This assessment has six sections.

Section	Explanation
1. Assessment information	This section has information about who the assessment is for and the aims of the final assessment.
2. Are you ready for assessment?	This section is for you to check that you are ready to do the assessment.
3. Final assessment overview	This section explains the assessment tasks you will do.
4. Assessment plan	You will complete a form with your assessor. Your assessor will talk to you about the assessment tasks. You will need to sign the form to say that you have understood what has been discussed.
5. Final assessment tasks	This section has the tasks for you to do.
6. Record of outcome	Your assessor will use the work that you do to make a decision on your competence. They will discuss your work to give you feedback and tell you about their decision.

Final assessment overview

To show your competency for this unit, you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Read and respond to information You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Final assessment tasks

Part A – Questioning

Purpose	You will demonstrate a sound knowledge of the unit requirements in your responses.
Instructions to the learner	All questions must be answered satisfactorily for Part A to be completed satisfactorily.
	There is no limit to the length of your responses. There is no time limit to completing the assessment.
	You may ask your assessor for advice and support.
	For all questions, place a tick ✓ in the box in front of the correct answer.
Resources required	The question responses section below is the only resource required for this questioning assessment to be completed.
Reasonable adjustment	If you do not wish to respond to the questions in writing, discuss using verbal responses with your assessor.

Question 1:	The purpose of a text is:
Answer:
❑ the reason the text is written.
❑ who the text is written for.
Marking: ❑ Satisfactory ❑ Unsatisfactory

Question 2:	The audience of a text is:
Answer:
❑ the person who writes the text.
❑ the person or people who the text is written for.
Marking: ❑ Satisfactory ❑ Unsatisfactory

Question 3:	An abbreviation is a shortened form of a word.
Answer:
❑ True
❑ False
Marking: ❑ Satisfactory ❑ Unsatisfactory

Solutions to Checkpoints

Checkpoint Day 1

1. The learner must have placed a tick in front of the word 'steps'.

2. The learner must have placed a tick in front of the words 'simple words'.

3. The learner must have placed a tick in front of the words 'who the text is for'.

4. The learner must have placed a tick in front of the words 'block letter and a conjunction'.

5. The learner must have placed a tick in front of the words 'joining word'.

6. The learner must have placed a tick in front of the word 'Teachers'.

Checkpoint Day 2

1. The learner must have placed a tick in front of the word 'find more information'.

2. The learner must have placed a tick in front of the words 'words that are used often in your workplace'.

3. The learner must have placed a tick in front of the words 'added to the front of a word'.

4. The learner must have placed a tick in front of the word 'decoding'.