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**Please complete this form with your details.**

**Learner to complete:**

Your details	
Name:	
Contact number:	
Email:	
Start date:	

**If you are working, write the following information:**

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Fax:	
Email:	

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# Before you begin

This learner guide is based on the unit of competency *FSKRDG10 Read and respond to routine 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: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a> . 
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.

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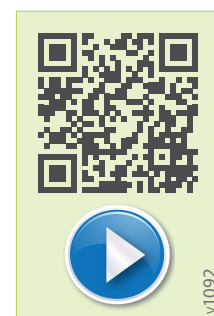
## Your story

Today is your first day working at Tree Hill Community Centre. The community centre is a place where people come to do activities. There is also a café.

You will work in the office as an assistant to your supervisor, Sam. If you have any questions or need help with anything, you should ask Sam.

The Tree Hill Community Centre has new management. This means there are a lot of things that need to be changed. Your job is to help Sam make changes to workplace information.

Sam shows you the office where you will work. He talks to you about the tasks you will do at Tree Hill Community Centre. Tasks are the things you do, to do your job.



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## Day 1

The Tree Hill Community Centre uses a lot of different workplace information. Workplace information is information about the place where you work. Workplace information is different in different workplaces. For example, a grocery store has different workplace information from a community centre. The Tree Hill Community Centre workplace information is only about the community centre.

In a workplace, there are different types of written information. These are called texts. Each different type of written information is a different type of text. Each type of text has its own structure. The structure is the way the information in the text is organised.



## Types of texts

Written information should be put into a structure that is suitable for the information. This means the information is easy to read and understand. For example, information for a brochure is structured differently from information in a spreadsheet.

At Tree Hill Community Centre, Sam tells you about the different types of texts that you need to read and respond to. Here are five (5) texts that you will use at the community centre.

What it is used for	How it is used at the community centre
<b>1. Brochures</b>	
To: <ul style="list-style-type: none"> <li>• inform</li> <li>• explain</li> <li>• warn</li> <li>• update</li> </ul>	The Tree Hill Community Centre has a brochure that informs people of the hours the centre is open. The brochure explains the things people can do at the centre and when it is open. The brochure warns people about being careful in the centre so they don't get hurt. The brochure provides an information update about the new management.
<b>2. Instruction manuals</b>	
To provide: <ul style="list-style-type: none"> <li>• instructions</li> <li>• procedures</li> <li>• inductions (the procedures for introducing a new staff member into a workplace)</li> </ul>	The Tree Hill Community Centre has an instruction manual on how to use the oven in the café. They also have instructions on what procedures to follow if there is a fire. If someone new is hired at the centre, there are instructions on how to induct them into the workplace.

## Compound sentences and conjunctions

A compound sentence has at least two independent clauses.

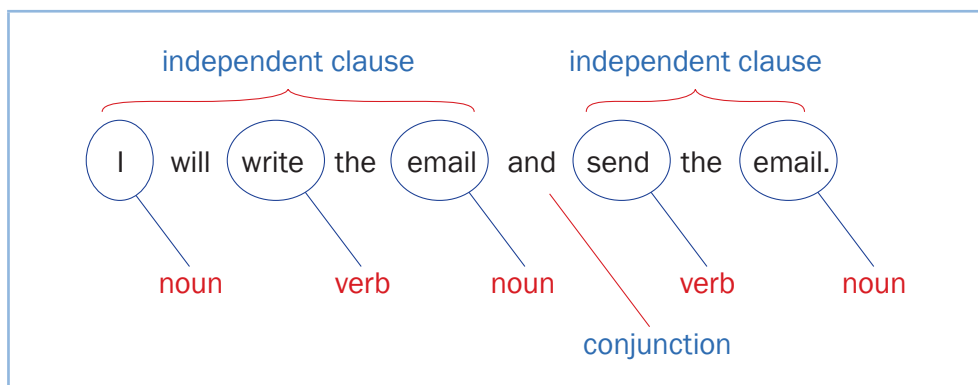
A clause is a group of words that has a subject and a verb.

An independent clause makes sense on its own.

Here are examples of two independent clauses:

- 'I will write the email' – makes sense on its own
- 'send the email' – makes sense on its own

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.





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

**and**

I am going to speak with Sam  
**and** Jane.

**or**

I am going to speak with Sam  
**or** Jane.

**then**

I am going to speak with Sam  
**then** Jane.

**but**

I am going to speak with Sam  
**but** not Jane.

**after**

I am going to speak with Sam  
**after** Jane.

## What has happened on Day 1

On your first day of work at Tree Hill Community Centre you have learned about:

- types of texts
- audience and purpose
- text features
- the layout of texts
- the formatting of texts.

## Checkpoint: Day 1

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

1. When you read a text, the reason the text has been written is the:  
 audience.  
 purpose.
2. You are reading the instruction manual for how to use the oven in the café. Who is the audience of this information?  
 People who use the oven  
 People who come into the café
3. A simple sentence has:  
 a noun and a verb.  
 two independent clauses.
4. A complex sentence has:  
 two independent clauses.  
 a dependent clause and an independent clause.
5. What tense is the following sentence written in?  
'I wrote the email.'  
 Present  
 Past
6. Which of the following is an example of an imperative clause?  
 When you come to the centre ...  
 Have a great day!

## Read horizontally

If you are reading a table, information may be found by reading horizontally.

This means that you read across the page, starting at the left side and reading towards the right side.

When information is in a table, the headings may be across the top of the table.

Here is an example of a table with a title, headings and information.

<b>Number of people who come to the Tree Hill Community Centre</b>						
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
120	200	159	135	300	85	56

The title is 'Number of people who come to the Tree Hill Community Centre'.

The headings are the days of the week.

The information is the numbers under each day of the week.

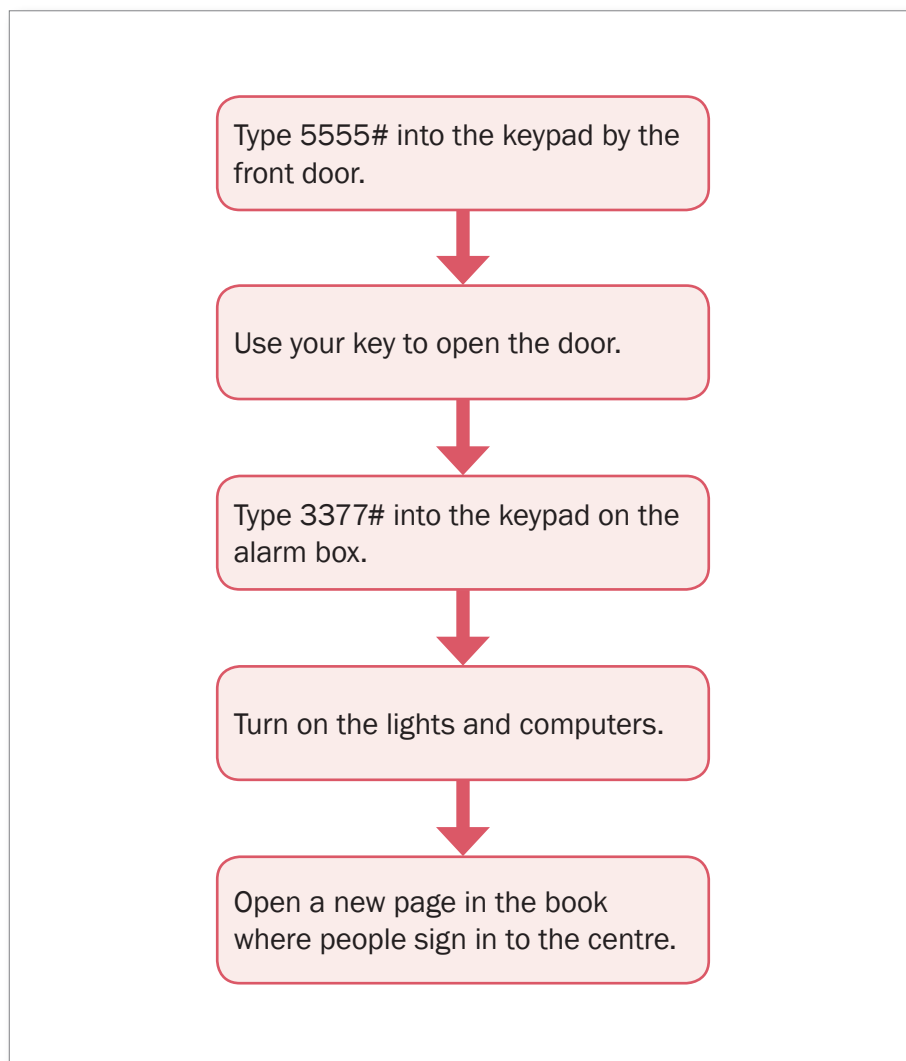
To read how many people came to the centre on Thursday, you read across the headings to the word 'Thursday'. You then look at the number under 'Thursday', which is 135.

## Follow arrows

Some information is laid out using arrows. You need to follow the arrows to read the information in the right order.

Arrows are often used in flow charts to show a process. A flow chart is a chart or diagram of how to do something. A flow chart may show which pieces of information are connected. Some flow charts will be numbered to show the order you should do something.

The Tree Hill Community Centre has a flow chart showing how to open the centre in the morning.

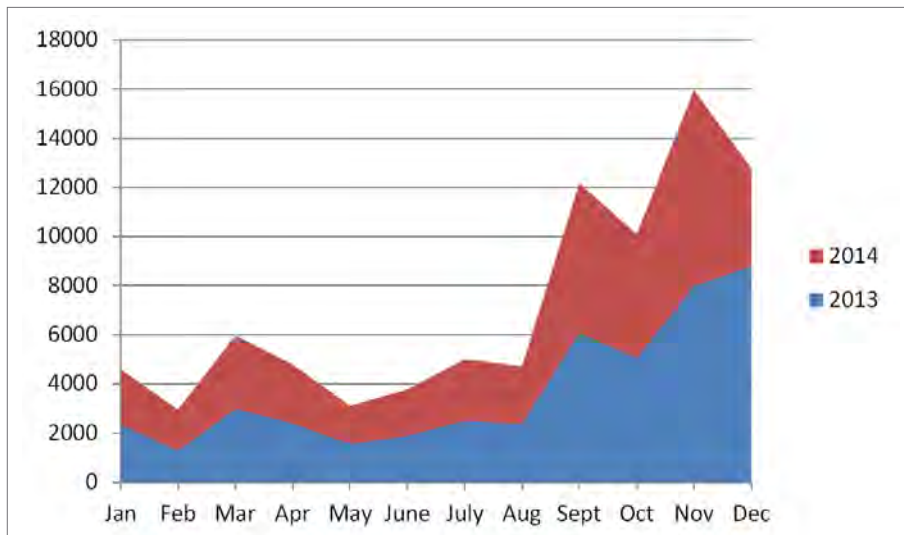


## Area graph

An area graph is commonly used to show information over a period of time.

At the Tree Hill Community Centre, Sam may use an area graph to show how many people are visiting the centre this year, compared to last year.

When you read the area graph below, you can see that more people visited the centre in 2014 than in 2013.



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# Final assessment

## How to work through this final assessment

This final assessment is for the unit *FSKRDG10 Read and respond to routine 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.

**Question 1:** Which text type would you use to write a set of procedures?

**Answer:**

- A brochure
- A report
- An instruction manual

**Marking:**  Satisfactory  Unsatisfactory

**Question 2:** Which text type is used to keep track of information?

**Answer:**

- A brochure
- A report
- A spreadsheet

**Marking:**  Satisfactory  Unsatisfactory

**Question 3:** Which text type is used to request information?

**Answer:**

- An instruction manual
- An email
- A brochure

**Marking:**  Satisfactory  Unsatisfactory



## Part B – Project: Interpreting information

<b>Purpose</b>	You will demonstrate your skills and knowledge by completing a story-based project.
<b>Story</b>	The new manager of the Tree Hill Community Centre (THCC), Frank, is looking for new ways to increase the income of the centre. He has asked the staff who work at the centre for ideas for how the centre can make more money. The following report is the information he has so far.
<b>Instructions to the learner</b>	<p>This assessment has two parts:</p> <ol style="list-style-type: none"> <li>1. Frank asks you to summarise the information so he can tell the staff about his decision. You need to interpret the information so you are sure of what you are telling the staff. Complete Table 1 to interpret the information.</li> <li>2. Before you talk to the staff about what you have read in the report, you need to check to make sure you have understood the information correctly. Use Table 2 to write three things you can ask your supervisor to make sure you have understood the information you have read.</li> </ol>
<b>Resources required</b>	A pen or pencil
<b>Range and conditions</b>	None
<b>Reasonable adjustment</b>	If you are unable to undertake the project assessment as designed, discuss with your assessor if a different project may be used.

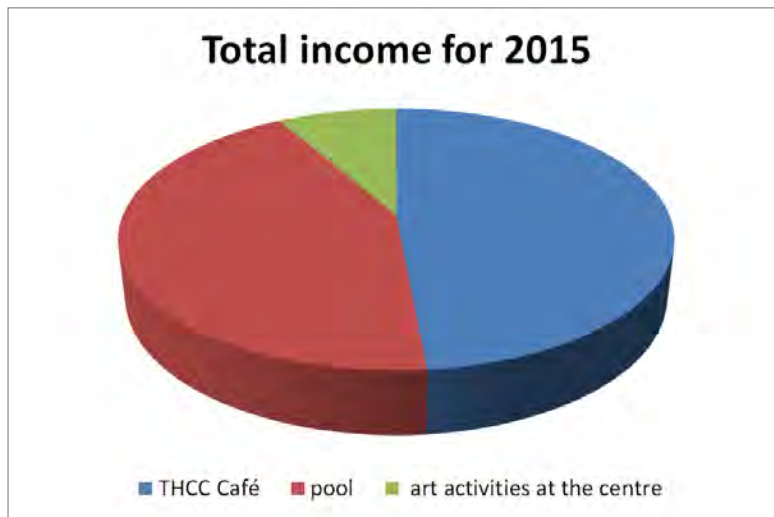


## Tree Hill Community Centre

### Income in 2015

In 2015, THCC had an income of \$400,500. The income was from:

- art activities at the centre
- the THCC café
- the swimming pool.



### Ideas to increase income

- Have people pay for parking.
- Have people pay a yearly fee.
- Increase the cost of food in the café.
- Have a shop that sells art supplies, bathers and exercise clothing.
- Build a tennis court.
- Build a childcare centre.

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# Solutions to Checkpoints

## Checkpoint: Day 1

1. The learner must have placed a tick beside 'purpose'.
2. The learner must have placed a tick beside 'People who use the oven'.
3. The learner must have placed a tick beside 'a noun and a verb'.
4. The learner must have placed a tick beside 'a dependent clause and an independent clause'.
5. The learner must have placed a tick beside 'Past'.
6. The learner must have placed a tick beside 'Have a great day!'
7. The learner must have placed a tick beside 'Hello Mrs Simpson.'
8. The learner must have placed a tick beside 'Spreadsheet'.
9. The learner must have placed a tick beside '**Centre**'.