

Vocational Major Literacy Units 3 & 4

Chapter 1 — Reading and navigating informational, organisational and procedural texts

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Chapter 1 Reading and navigating informational, organisational and procedural texts — 1A Accessing relevant texts: the internet and other sources

Theory

This section is about finding information you can trust. The study design's key skills for Units 3 and 4 say that by the end of the course you must be able to find the relevant texts you need — on the internet or by other routes — and know where to go for information that is reliable and accurate.

Every organisation, website, document and person named in this section was created for this book. Nothing here is a real organisation, and no web address here is a real website.

Relevant texts and information needs

A **text** is anything that carries information in words, pictures, numbers or symbols — a web page, a brochure, a timetable, a form, a sign, an email, a video with captions. This book works with three families of texts:

- **Informational texts** tell you things: news, facts, explanations. A fact sheet about tax is informational.
- **Organisational texts** help an organisation run, and help people deal with it: forms, rosters, policies, timetables, website menus.
- **Procedural texts** tell you how to do something, step by step: recipes, instructions, safety procedures.

A text is **relevant** when it fits the information you actually need. The first text you find is not always the most relevant one.

An **information need** is the gap you are trying to fill. Say it as one sentence: “I need to find out ...”

Strategy — say the need in one sentence. Before you open a browser or pick up a phone, write the need down: “I need to find out whether a café needs a permit (official written permission) to put tables on the footpath, and what the permit costs.” A need you can say in one sentence is a need you can search for — and a need you can check you have met.

Before you go looking, ask three questions:

1. What exactly do I need to know?
2. Who would know this, or who is responsible for it?
3. How will I know when I have found the answer?

Watch out. A vague need gives vague results. “Find out about the bus” could mean a timetable, a fare, a route or a complaint. Say the need precisely and the right text becomes much easier to find.

Finding texts on the internet

Most searches start with a **search engine** — a website that looks through billions of pages and lists the ones that match the words you type. You type **keywords** — the important words from your need — into the search box.

Choose **content words**: the words that carry the meaning, not the small joining words. For the need “Do I need a permit to run a food stall in the park?”, the content words are *permit, food stall, park*.

Tune the search:

- **Too many results?** Add a content word, or add the name of your town.
- **Too few results?** Take a word out, or try a **synonym** — a different word with the same meaning (*cost* instead of *fee*, for example).

A **results list** shows each match in three parts: the **title** of the page, its **address** (also called the URL — the exact location of a page on the internet), and a short **description**, often with your keywords in bold. Some results are marked **Sponsored** or **Ad**. These are paid spots — a business has paid to appear there. They are not listed because they are the best match.

Some texts are **PDF** files (portable document format) — a file type that keeps a document’s layout exactly the same on any screen, and prints cleanly. Timetables, fee lists and forms are often PDFs.

You can also go straight to an organisation’s own website and use its **menu** (the row or column of headings such as *Home, Services, Contact us*) or its own **search box**. When you already know who is responsible for the answer, the organisation’s own site is often quicker than a general search.

Libraries and training providers often have an online **catalogue** — a searchable list of everything they hold, so you can check whether a book or resource is on the shelf before you travel.

Strategy — search the publisher, then the topic. If you know who is responsible — the council, the health service, the training provider — search for that organisation’s own site first, and look inside it. The organisation’s own page is usually more current, and more complete, than anything a third party has written about it.

Watch out. The top result is not automatically the best result. Search engines rank by match and popularity, not by truth — and paid spots sit at the top. Read the title, the address and the description before you click.

Finding texts by other means

“Other means” is everything that is not the internet: the phone, a visit in person, printed brochures and noticeboards, and people.

For everyday information needs, these are sound starting points:

Need	Places to go	Texts you might get
Council rules, permits, bookings, rates	The local council — phone, counter or website	Fact sheets, permit forms, fee lists
Appointments, opening hours, health information	The clinic or health service itself	Brochures, posters, appointment cards
Pay, roster, workplace rules	Your employer or supervisor; the workplace intranet (a private website only that workplace’s staff can open)	Policies, procedures, payslips
Course details, entry requirements, fees	The training provider that runs the course	Course outlines, timetables, fee lists
Books, computers, help finding things	The local library	Catalogue records, printed guides, advice from staff

People are sources too. A librarian, a receptionist, a supervisor, a council officer or a health worker can point you to the right text — and often knows about things that are not written down.

Prepare for a phone call or a visit the same way you prepare for a search:

- Say your need in one sentence.
- Write your questions down before you ring.
- Take pen and paper.
- Write down the answer, the date, and the name of the person who gave it.

Strategy — phone or visit when the answer is needed today, when it depends on your own situation, or when the written text is hard to read. A person can ask you two questions back and give you the answer for your case, not the general case.

Watch out. “Someone told me” is not a source you can check. If an answer matters — if it involves money, rules, health or your rights — get it from the responsible organisation, or write down who said it, and when, so you can confirm it later.

Reliable and accurate sources

A **reliable** source is one you can trust to be honest and to know what it is talking about. An **accurate** source is one whose details are correct — the numbers, dates and rules are right, and are right *now*, not right three years ago. A good source is both.

The single most useful habit: **go to the body responsible**. Almost every question has an organisation whose job it is to know the answer.

Question about ...	Go to ...
Tax — what you can claim, what you must pay	The official tax-authority website, or a registered tax agent
Health — your health, medicine, treatment	A doctor or pharmacist, or an official government health website
Local rules — permits, parking, rubbish, bookings	Your local council
A course — dates, fees, entry requirements	The training provider that runs it
Pay and workplace rights	Your employer's own policies, the official government workplace-rights website, or a union representative
How a tool or machine works	The instructions from the company that made it (the manufacturer)
Legal problems	A lawyer, or a free community legal advice centre

Web addresses give a clue about who published a page. In Australia:

- **.gov.au** — a government body
- **.edu.au** — a school, TAFE or university
- **.org.au** — usually a community organisation that does not run for profit
- **.com.au** — a business

The ending is a clue, not a guarantee. Anyone can register a business-style address, and a .com.au site may be selling you something. Check who is behind the page as well.

Unofficial sources — personal blogs, social-media posts, forums, videos by people with no connection to the responsible body — can be a useful starting point. They can tell you that a service exists, or what questions to ask. But confirm anything important with the responsible body before you act on it. Never enter personal details — name, address, date of birth, bank or card numbers — on a site you have not confirmed is the real thing.

Watch out. A page that looks professional is not automatically true — good design is cheap. A person who sounds confident is not automatically correct. A post with many likes is not evidence of anything. Judge the publisher, not the look.

The five-question check

Before you rely on any text, run these five questions:

1. **Who published it?** The **publisher** is the person or organisation that put the text out. Is it the responsible body, or someone writing about the responsible body? The publisher's name is usually at the top or bottom of the page, or on an "About us" page.
2. **Why was it written?** To inform you, to sell you something, to persuade you, or to entertain you? A text written to sell wants something from you.
3. **When was it written or last updated?** Look for a date. For fast-changing information — timetables, fees, rules, opening hours — an old text can be a wrong text.
4. **Does it show evidence?** Does it give numbers, dates, names, or links to official documents — or does it just say things without proof?

5. **Does a second source agree?** To **cross-check** is to confirm one source against a second source that is not connected to the first. If the council's website and the council's phone line both state the same fee, you can rely on it.

Strategy — record as you go. For every text you use, write down its title, its address or place (where you found it), and the date you used it. You will need this for any task that asks you to show where your information came from — and it is how you find the text again when you need to check it.

Worked examples

Example 1 — scaffolded

Stimulus. Ana works at The Copper Kettle Café in Bellwater. The café is busy, and Ana wants to put two tables and chairs on the footpath out the front. She needs to know two things: does the café need a permit from the council, and what does the permit cost? Ana has twenty minutes before her shift ends, and she is using the café's computer.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Task.

- State Ana's information need in one sentence.
- Name the organisation responsible for the answer, and the first place Ana should look.
- Write two keyword phrases Ana could type into a search engine.
- State two checks Ana should make before she relies on what she finds.

Working	Comment
"I need to find out whether the café needs a council permit to put tables on the footpath, and what the permit costs." This covers both parts of Ana's need — the rule and the money — so she will know when she has the full answer.	Step 1 — say the need in one sentence, before touching the keyboard. Ana's need has two parts (is a permit required? what does it cost?), so the sentence must carry both. A search that answers only half the need wastes her twenty minutes.
Footpath permits are a council rule, so the responsible body is the Bellwater District Council. The first place to look is the council's own website — its permits or business pages — because the council sets the rule and the fee, and updates its own site when they change.	Step 2 — ask who is responsible, and go to that body first. The council makes the rule and charges the fee. A café blog's guess about permit rules could be old or wrong; the council's page is where the rule itself lives.
First phrase: "footpath permit café". When that returns café results from everywhere, add the town: "footpath trading permit Bellwater". Both phrases are built from content words in the need sentence — permit, footpath, café, Bellwater — not joining words like "do I need".	Step 3 — turn the need sentence into keywords, then tune. Start with the content words. If too many results come back, add a word — the town name. The word "trading" is the council's own word for this kind of permit, so Ana swaps it in: using the organisation's own words is a search trick that works.
Check 1: who published the page — is it the council's site (the council's name, a .gov.au address), not someone writing about the council? Check 2: when was it updated — fees change, so look for a date, then ring the council on the number on its site to cross-check the fee before planning the cost. Write down the fee, the date and the page title.	Step 4 — check the source before relying on it. Publisher first, then date. A fee is exactly the kind of number worth a phone call to confirm, and writing it down with the date makes Ana's answer checkable later. Two checks: who published it, and does a second source agree.

Example 2 — scaffolded

Stimulus. Ray wants a blood-pressure check. His nurse said the Bellwater Community Health centre runs a free check clinic, but Ray does not remember which day it runs. Ray has no internet at home. He has a mobile phone, and he can catch the bus into town.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Task.

- State Ray's information need in one sentence.
- Explain one way Ray can get the answer without the internet, and why it suits him.
- Describe two things Ray should do to make sure the answer he gets is reliable.
- State one sign that the person he speaks to has answered his actual question.

Working

"I need to find out which day the free blood-pressure check clinic runs at Bellwater Community Health, and what time it starts." This names the place and the two things Ray does not know: the day and the time.

Ray can ring the health centre and ask the receptionist. The centre runs the clinic, so it is the responsible body — its own staff know the current schedule. The phone suits Ray because he has one. He could also visit in person and collect the printed brochure with the clinic days on it.

First, ring the health centre itself — not a friend, and not a shop with a poster in the window — because the centre runs the clinic. Second, write down the day, the time, the date he rang, and the name of the person who answered, so the answer is recorded and can be checked later.

The person answers the question Ray asked — a specific day and time — not a general one. If the receptionist says "the clinic is Tuesday mornings, 9.00 am to 11.30 am, no appointment needed", Ray's need is filled: day, time, and how to get in. If she says "oh, they run clinics sometimes", Ray knows he does not have his answer yet, and can ask again or visit in person.

Comment

Step 1 — say the need in one sentence. The need sentence also tells Ray when he has his answer: a day and a time. Anything less — "they run clinics sometimes" — leaves the gap unfilled.

Step 2 — "other means" includes the phone, a visit in person, printed brochures and people. Match the route to what you have: Ray has no internet, so the website route is closed, but the phone route reaches the same responsible body. A person can also answer the follow-up question — "do I need to bring anything?" — before Ray has to ask it.

Step 3 — reliability works the same way with a person as with a text: who is it (the responsible body?), and can it be confirmed (a written record, a name, a date)? "Someone told me" cannot be checked. "The receptionist at the centre said Thursday, and I rang on 3 March 2026" can be.

Step 4 — judge an answer the way you judge a text: does it actually fill the gap in the need sentence? A specific day and time fills it. Vague comfort does not. Notice the difference, and keep asking until the gap is filled.

Example 3 — unscaffolded

Stimulus. Nadia paid \$450 for a short bookkeeping course. She wants to know whether she can claim the cost back on her tax. She finds two sources.

Source A — a post in the Bellwater Noticeboard social-media group, written by a member using the name "Dazza87":

My accountant's cousin says you can claim the FULL cost back on your tax, no questions asked!! I did it last year and got every cent back. Just put it on the form. Easy money.

Source B — a fact sheet on the official tax-authority website, last updated 14 July 2026:

Whether you can claim the cost of a course depends on how the course relates to your current work or business. The course must maintain or improve the skills you use in work you already do, or be likely to increase your income from that work. You generally cannot claim a course that trains you for a new kind of work. The full conditions, worked examples and our advice line are listed at the end of this fact sheet.

Note: this task uses synthetic documents — they were written for this book and are not real organisational, government or business documents.

Task. Nadia must decide which source to trust. State which source Nadia should rely on, justify the choice with three points from the five-question check, and identify one other reliable place Nadia could confirm the answer.

Model response:

Nadia should rely on Source B, the fact sheet on the official tax-authority website.

First, the publisher. Source B is published by the tax authority — the body responsible for tax rules — so it states the rules themselves, with the conditions Nadia’s case must meet. Source A is published by “Dazza87”, a group member whose only basis is second-hand talk: his accountant’s cousin. Second, the evidence. Source B gives conditions and worked examples, and points to where the full rules live; Source A gives no evidence at all — just a story about his own refund. Third, the purpose and the date. Source A is written to sound helpful and exciting (“FULL cost”, “no questions asked”, “Easy money”); Source B is written to inform, and it was updated on 14 July 2026, so Nadia knows it is current.

Nadia could also confirm the answer with a registered tax agent, or by ringing the advice line named in the fact sheet — both speak for the side that makes the rule, not for an outsider.

(Model response: 175 words)

Takeaway: Confidence is not correctness. Source A sounds certain; Source B sounds careful. When money is involved, act on the careful source — the one published by the responsible body, showing its conditions and its date.

Example 4 — unscaffolded

Stimulus. Marcus saw a flyer in Bellwater Public Library for a short gardening course run by Rivergum Institute. The flyer has the course name and a picture, but no dates and no fees. Marcus wants to know the entry requirements (what you must have or do before you can join), the cost, and when the next course starts.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Task. State Marcus’s information need in one sentence, name the best online source and the best other-means source for it, give one check Marcus should make on each source, and say what he should do if the two sources disagree.

Model response:

Marcus’s need, in one sentence: “I need to find out the entry requirements, the cost and the next start date for the gardening course at Rivergum Institute.”

The best online source is the course page on Rivergum Institute’s own website, because the institute runs the course — it is the responsible body — and its page is where dates and fees get updated. The best other-means source is the institute’s enquiries line, or the campus reception in person, for the same reason: Marcus would be hearing the answer from the organisation itself.

On the website, Marcus should check the page’s updated date, so he knows the fees and start dates are current and not last year’s. On the phone, he should write down the answers with the date and the name of the person who gave them, so his information is recorded and checkable.

If the two sources disagree, Marcus should trust the more recent one — and then ring the enquiries line to confirm before he pays anything, because the institute’s own staff can check today’s position. He should not rely on the flyer, which carries no dates and may be out of date.

(Model response: 195 words)

Takeaway: The organisation that runs the thing is the first place to look — online or off. Date your answers, write down names, and when sources disagree, confirm with the responsible body before you act.

Practice questions

Scaffolded

Question 1 (5 marks)

Each person below has one information need. Each source below is the best first place to look for exactly one of those needs.

Information need	Best first source
1. “Can I claim the cost of this course on my tax return?”	A. The training provider that runs the course
2. “What time does the community health centre open on Saturdays?”	B. The official tax-authority website
3. “Do I need a permit to hold a market stall on council land?”	C. The local council
4. “What are the entry requirements for the gardening course?”	D. The health centre that runs the clinic
5. “Can I take this medicine with my other tablets?”	E. A doctor or pharmacist, or an official government health website

a. Match each information need (1–5) with the best first source (A–E). One mark for each correct pair. 5 marks

Question 2 (4 marks)

Stimulus. Mia wants to start a dog-grooming business from home. She needs to find out what she has to do to register it. She types “dog grooming” into a search engine and gets about 8,000,000 results — pages of grooming tips, videos, salons and shampoos.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. Write two keyword phrases Mia could type into a search engine instead. 1 mark
- b. Explain one way Mia could narrow 8,000,000 results down to a useful few. 1 mark
- c. State two features of a results list Mia should read before she clicks on a result. 2 marks

Question 3 (4 marks)

Stimulus. Jack has been offered a job. The employer needs a copy of his birth certificate within two weeks. Jack has lost his certificate and needs to order a new one from the government office that issues birth certificates. Jack does not use the internet.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

- a. State two ways Jack could find out how to order the certificate, without using the internet. 2 marks
- b. Write one question Jack should ask when he rings. 1 mark
- c. Explain how Jack can check that the office he contacts is the right source. You could start: Jack can check that the office is ... because ... 1 mark

Question 4 (3 marks)

Stimulus. A student needs information about council rates (the charges a council sends to property owners). A search returns these three addresses: www.bellwaterdc.gov.au · www.bellwaterinfo.com.au · www.bellwatercommunity.blog

Note: the web addresses in this question were created for this book and are not real websites.

- a. State what kind of organisation runs a website that ends in .gov.au. 1 mark
- b. Choose which address is the most reliable for information about council rates, and explain your choice. 2 marks

Question 5 (4 marks)

Stimulus. A post in the Bellwater Noticeboard social-media group, written by a member using the initials “KB”:

Someone told me the council is closing the library on Saturdays!! They vote next week. Please keep this quiet!! Save our library!

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. Identify who published this post. 1 mark
- b. State one reason the post may not be reliable. 1 mark
- c. Identify where a reader should check the claim. 1 mark
- d. Explain why that source is more reliable than the post. You could start: I would trust ... more than the post because ... 1 mark

Question 6 (5 marks)

Stimulus. An extract from the Bellwater District Council community hall hire fees page:

Item	Fee
Hall hire — community groups	\$24.00 per hour
Kitchen use	\$15.00 per booking
Cleaning bond (refunded after inspection)	\$60.00 per booking

A bond is an amount paid first and returned later, if the hall is left clean and undamaged.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

- a. The Bellwater Community Garden Group books the hall for 3 hours and uses the kitchen. Calculate the total amount the group pays on the day, including the bond. Give your answer correct to 2 decimal places. 3 marks
- b. State one menu heading on a council website where this fee table might be found. 1 mark
- c. State one check the group should make about the cleaning bond before the booking. 1 mark

Un scaffolded

Question 7 (2 marks)

Stimulus. Jaz has started an apprenticeship at Dunmore Electrical. Her supervisor tells her to follow the workplace procedure for testing a repaired switchboard (the electrical panel that distributes power through a building). Jaz has not seen the procedure before.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

State where Jaz should look to find the procedure, and explain why that source is more reliable for this job than a general internet search.

Question 8 (3 marks)

Stimulus. Wei catches the route 12 bus to work. She needs to know how often the bus will run from Monday 20 July 2026. She finds two sources.

Source 1 — a service notice on the Bellwater Buses website, updated 1 July 2026:

From Monday 20 July 2026, route 12 will run every 30 minutes on weekdays between 7.00 am and 7.00 pm. A printable timetable is available on this page.

Source 2 — a post in the Bellwater Noticeboard social-media group:

Is the 12 only coming once an hour now?? My son waited 40 minutes on Tuesday. Typical.

Note: this task uses synthetic documents — they were written for this book and are not real organisational, government or business documents.

State which source Wei should rely on, and give two reasons for your choice.

Question 9 (3 marks)

For each situation below, state the best first source of accurate information.

- (i) A worker notices a wrong number on her payslip.
- (ii) A resident wants to know whether a permit is needed to prune a street tree.
- (iii) A person has bought a power tool they have never used and wants to use it safely.

Question 10 (2 marks)

Stimulus. Holly wants to visit Bellwater Community Health on Tuesday evening, after work. She finds two texts with the opening hours.

Source 1 — a printed brochure at the front desk, dated March 2019:

Opening hours: Monday to Friday, 9.00 am to 5.00 pm.

Source 2 — the health centre's website page, updated 2 September 2026:

Opening hours: Monday, Wednesday and Friday 9.00 am to 5.00 pm; Tuesday and Thursday 11.00 am to 7.00 pm; Saturday 9.00 am to 1.00 pm.

Note: this task uses synthetic documents — they were written for this book and are not real organisational, government or business documents.

State which text Holly should rely on to plan her Tuesday-evening visit, and give two reasons based on the features of reliable sources.

Question 11 (3 marks)

Stimulus. Tilly is 18 and wants free, face-to-face help with finding work. She searches online. Her results list, in order:

1. **Bellwater District Council — Youth Programs** (www.bellwaterdc.gov.au/youth): “Free job-search workshops for 16–24 year olds, run face to face at Bellwater Public Library.”
2. **TopJobs Training** — marked *Sponsored*: “Online courses from \$49. Start today!”
3. **Rivergum Institute** (www.rivergum.edu.au): “Government-funded places in job-skills programs, with on-campus support.”
4. **Dave’s job tips blog** (davesjobtips.blog): “My top 10 tips for getting hired fast — you will not believe number 7!”

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Identify the result Tilly should open first and explain why it best fits her need, and name one result she should skip and why.

Question 12 (2 marks)

Describe one situation in which phoning an organisation is better than using its website, and explain why the phone suits that situation.

Question 13 (3 marks)

Stimulus. An online advertisement for a training course:

GUARANTEED JOB within 4 weeks ... or your money back!! Places almost gone — sign up TODAY!

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

State two cautions this advertisement should raise about the source, and identify where a job-seeker could check whether the course is real and recognised.

Question 14 (3 marks)

Stimulus. Priya studies at Rivergum Institute. Her work placement starts next week and she must print the work-placement agreement. The menu on the institute’s home page reads:

About us — Courses — Fees and payments — Current students — Campus map — Contact us

Under **Current students**, the page lists: Student portal — Timetables — Forms and documents — Work placement — Library. The **Work placement** page holds a link marked “Work placement agreement (PDF)”.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Describe the steps Priya takes on the website to find and open the work-placement agreement, and state one check she should make before she prints it.

Question 15 (2 marks)

Stimulus. A video advertises a diet pill and claims the pill “cures the flu in two days”.

Explain what it means to cross-check this claim, and describe one way to cross-check it.

Question 16 (2 marks)

Stimulus. Marco wants to start an apprenticeship. He needs current information about apprenticeships in his trade. The library's careers book on apprenticeships is years old, and Marco has no internet at home.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

State two ways the library can still help Marco, and write one question he could ask the library staff.

Question 17 (4 marks)

Stimulus. Minh is in the Bellwater Community Garden Group. The group wants a council grant (a grant is money an organisation gives for a project — groups usually have to apply and meet conditions) to buy and install a water tank for the garden. Minh must find out whether the council has a grant that could pay for the tank, what the conditions are, and how to apply.

Note: this task uses a synthetic scenario — the people, places and organisations were created for this book.

Write Minh's access plan: state the group's information need in one sentence, name one internet source and one other-means source he should use, and give two checks he should make before the group relies on the information.

Question 18 (3 marks)

A co-worker tells you: "I read on a blog that you do not need a licence for that kind of work."

State two questions you should ask about the blog post before you rely on the co-worker's claim, and identify where the accurate answer about licensing lives.

Answers

Q1. Match (5). 1 → B; 2 → D; 3 → C; 4 → A; 5 → E.

Q2. Write, explain, state (4). a. Two keyword phrases built from the content words of the need — for example “register dog grooming business”; b. one narrowing move — add a content word, add the town, or search the responsible body’s own site; c. two features read in the results list — title, address, description, or the *Sponsored/Ad* label. See the fully-worked solutions for models.

Q3. State, write, explain (4). a. Two non-internet routes to the responsible office — ring it; attend in person (or ask for help at a service such as the library); b. one question covering how to order, the cost and the time it takes; c. the check: the office is the government office that issues birth certificates — the body responsible. See the fully-worked solutions for the model.

Q4. State, choose, explain (3). a. A government body; b. www.bellwaterdc.gov.au — the council’s own site, a government publisher, and the council is the body that sets and collects rates.

Q5. Identify, state, explain (4). a. A member of the group using the initials “KB” — not the council; b. one unreliability sign — second-hand claim (“Someone told me”), no date, no evidence, exclamations; c. the council — its website or phone line; d. the council made the decision and publishes it itself, with a date.

Q6. Calculate, state (5). a. $3 \times \$24.00 = \$72.00$; $\$72.00 + \$15.00 + \$60.00 = \$147.00$, correct to 2 decimal places; b. one plausible council menu heading — for example Fees and charges, or Facilities and bookings; c. one bond check — confirm that it is refunded, what the refund depends on (the inspection), and when and how the money comes back.

Q7. State, explain (2). The workplace’s own procedure document — Dunmore Electrical’s procedures manual or intranet, or the supervisor; the employer is the body responsible for how the work is done at this workplace. See the fully-worked solutions for the model.

Q8. State, give (3). Source 1 (the bus company’s service notice); any two of — published by the operator (the responsible body); dated and current, with the change date stated; offers a printable timetable; the post is second-hand and undated. See the fully-worked solutions for the model.

Q9. State (3). (i) The employer’s pay office (payroll), or the contact named on the payslip; (ii) the local council; (iii) the instructions from the company that made the tool.

Q10. State, give (2). The website page; any two of — the later date (updated 2 September 2026 against March 2019); published and kept current by the health centre itself; it covers Tuesday evening, which the brochure does not. See the fully-worked solutions for the model.

Q11. Identify, explain, name (3). Best: result 1 — free, face to face, for 16–24 year olds (Tilly is 18), council publisher on a .gov.au address; skip: result 2 (*Sponsored* — a paid spot; costs money; online, not face to face) — result 4 (a personal blog; unofficial publisher; a headline written to attract clicks) is equally creditable. See the fully-worked solutions for the model.

Q12. Describe, explain (2). Any situation, plus an explanation tied to what the phone does well — urgency, answers that depend on the person’s own case, texts that are hard to read, or no internet access. See the fully-worked solutions for the model.

Q13. State, identify (3). Two cautions — the “guarantee” is a selling claim with no conditions shown; the “almost gone ... TODAY” pressure is designed to stop the reader checking; all capitals and exclamation marks. Check: the official government website for training providers and recognised courses, or a careers adviser. See the fully-worked solutions for the model.

Q14. Describe, state (3). Steps — home page → *Current students* → *Work placement* → open the “Work placement agreement (PDF)” link; check — the document’s date or version is the current one (or confirm with the institute). See the fully-worked solutions for the model.

Q15. Explain, describe (2). Cross-checking = confirming the claim against a second source not connected to the seller; one way — an official government health website, or asking a doctor or pharmacist what actually treats the flu. See the fully-worked solutions for the model.

Q16. State, write (2). Two library helps — computers and internet access; staff help finding reliable sources; ordering a current book; printed career guides. One workable question to the staff. See the fully-worked solutions for the model.

Q17. Write a plan (4). Assessment route — the need sentence must carry all three questions (is there a grant? what conditions? how to apply?); one internet source and one other-means source, each tied to the responsible body (the council); two checks that test publisher and date, and cross-check. Plan skeleton: need → council site (grants page) → phone or visit the council → publisher and date check → phone cross-check → record the answers. See the fully-worked solutions for the model plan.

Q18. State, identify (3). Two questions from the five-question check applied to the blog — who published it; when was it written; why was it written; does it show evidence; accurate answer: the official government licensing body for that kind of work — its website or phone line. See the fully-worked solutions for the model.

Fully-worked solutions

Q1. Command term: match = pair each item with the correct option.

1 → B — the official tax-authority website: tax rules come from the tax authority.

2 → D — the health centre that runs the clinic: its own phone line and website carry the current opening hours.

3 → C — the local council: the council issues permits for activities on council land.

4 → A — the training provider that runs the course: it sets the entry requirements.

5 → E — a doctor or pharmacist, or an official government health website: advice about medicine must come from a health body.

(Model response: 92 words)

Marker's note: Every pair follows the same rule — go to the body responsible. A student who matches a need to a source that is *about* the body rather than the body itself (a blog about tax, a news page about the clinic) has the pair wrong, however useful that source might be as a second stop.

Q2. Command terms: write = produce the answer in words; **explain** = give reasons; **state** = name briefly.

a. Two keyword phrases built from the content words of Mia's need: "register dog grooming business" and "dog grooming business from home rules". The content words are register, dog grooming, business, home and rules; the joining words ("what do I need to") carry no search weight.

b. 8,000,000 results means the phrase is too general. Mia could add a content word — "register" — or add her town or state, so the results are about her area's rules. She could also search for the website of the body responsible for registering businesses and use that site's own search box. Each move should cut the number of results and improve the fit.

c. Two features to read before clicking: the address — is the page from a government or official body? For rules, a .gov.au address is a good sign. And the description — does it mention registering and rules, rather than grooming tips? The title can be read the same way, and the *Sponsored* or *Ad* label matters too: a paid spot is an advertisement, not the best match.

(Model response: 179 words)

Marker's note: In part a, a phrase such as "what do I need to do" scores nothing — it has no content words. The phrases must carry the need.

Other fully creditable answers. Part a: any two phrases built from the content words of the need (for example "home business registration dog grooming"). Part b: any workable narrowing move, including swapping in the organisation's own words. Part c: any two results-list features — title, address, description, *Sponsored/Ad* label.

Q3. Command terms: *state = name briefly; write = produce in words; explain = give reasons.*

- a.** Two ways, without the internet: ring the government office that issues birth certificates and ask how to order a copy; or attend a service centre or the office in person and ask at the counter.
- b.** One question covering what Jack actually needs: “What do I have to provide to order a copy of my birth certificate, how much does it cost, and how long does it take?” Jack has two weeks, so the time the order takes matters as much as the process.
- c.** Using the frame: Jack can check that the office is the government office that issues birth certificates, because that office is the body responsible — it sets the fee and the process, and it can take his order. An office that cannot take the order is not the right source, however official it sounds.

(Model response: 140 words)

Other fully creditable answers. Part a: any two non-internet routes that reach the responsible office — including asking a librarian to help find the office’s phone number and process. Part b: any question aimed at the ordering process, the cost or the timing.

Q4. Command terms: *state = name briefly; choose = select; explain = give reasons.*

- a.** A website that ends in .gov.au is run by a government body — federal, state or local government.
- b.** www.bellwaterdc.gov.au is the most reliable address for council rates. Rates are set and collected by the council, so the council’s own website is the responsible source, and the .gov.au ending shows a government publisher. The .com.au address belongs to a business, which may be selling a service, and the .blog address belongs to a private person; neither is the council, however helpful the names sound.

(Model response: 85 words)

Common errors: Choosing by name rather than by publisher — “bellwaterinfo” sounds helpful, but a name is not a body. The address ending is also a clue, not a guarantee: part b credit goes to the reasoning that ties the publisher to the responsibility.

Q5. Command terms: *identify = name who or what; state = name briefly; explain = give reasons.*

- a.** A member of the Bellwater Noticeboard group using the initials “KB” — a private person, not the council, and not named in full.
- b.** One unreliability sign: the claim is second-hand — “Someone told me” — so the post reports what the writer heard, not what the council decided. Other signs: no date; no evidence such as a link to a council paper; and “Please keep this quiet!!” — emotional language rather than information.
- c.** The council itself — its website (the library pages or its news pages), or its phone line.
- d.** Using the frame: I would trust the council’s own website more than the post because the council is the body responsible for the library — it makes the decision, it publishes the decision itself, and its page carries a date, so a reader can see how current it is. The post is written by an outsider, reports hearsay, and cannot be dated or confirmed.

(Model response: 158 words)

Marker’s note: “The post is unreliable because it is on the internet” scores nothing — social-media posts can be reliable. The reason must fit this post: the publisher, the second-hand claim, the missing date or the missing evidence.

Q6. Command terms: *calculate = work out, showing the arithmetic; state = name briefly.*

a. Hall hire: $3 \times \$24.00 = \$72.00$. Kitchen use: \$15.00. Cleaning bond: \$60.00. Total paid on the day: $\$72.00 + \$15.00 + \$60.00 = \mathbf{\$147.00}$, correct to 2 decimal places. (1 mark for the hall-hire working, 1 mark for including both the kitchen fee and the bond, 1 mark for the total \$147.00 stated to 2 decimal places.)

b. One menu heading where the table might sit: *Fees and charges* — or *Facilities and bookings*, or *Community*.

c. One bond check: confirm that the bond is refunded and what the refund depends on — the table says “after inspection” — including when and how the money comes back, so the group can plan its cash.

(Model response: 116 words)

Common errors: Omitting the bond because it is refundable — refundable means the money comes back later, but it is still paid on the day; and writing \$147 or \$147.0 when 2 decimal places are asked for — \$147.00.

Other fully creditable answers. Part b: any plausible council menu heading (for example *Book a venue, Council facilities, Hire and bookings*). Part c: any check aimed at the bond — ringing the council to confirm the refund timing, or asking what the inspection covers.

Q7. Command terms: *state = name briefly; explain = give reasons.*

Jaz should look for Dunmore Electrical’s own written procedure — the testing procedure in the workplace’s procedures manual or on its intranet, or the copy her supervisor holds. That source is more reliable than a general internet search because her employer is the body responsible for how this work is done safely at this workplace: the procedure is written for these switchboards, these testing tools and this workplace’s rules, and it is the document the workplace is held to. A general search returns procedures written for any workplace, anywhere — some out of date, some for different equipment — and Jaz cannot tell which of them, if any, apply to her.

(Model response: 111 words)

Marker’s note: The “where” mark requires the workplace’s own procedure document (manual, intranet or supervisor). “Ask a workmate” or “search online” does not name the responsible source; the explanation must tie reliability to the employer’s responsibility and to the fit with this workplace.

Q8. Command terms: *state = name briefly; give = supply.*

Wei should rely on Source 1, the service notice on the Bellwater Buses website. First, the publisher: the notice comes from the bus company that operates route 12, so it reports the operator’s own decision, while the post is written by a member of the public passing on one family’s experience. Second, the dates: the notice was updated on 1 July 2026 and states exactly when the change begins — Monday 20 July 2026 — so Wei can plan her week; the post carries no date and describes one wait on one Tuesday, which may have happened before the new timetable, or on a day of delays. The notice also offers a printable timetable Wei can take with her.

(Model response: 119 words)

Other fully creditable answers. Any two of: publisher (the operator against a member of the public); dates (updated, with a start date for the change, against undated); first-hand against second-hand information; the offer of a printable timetable.

Q9. *Command term: state = name briefly.*

(i) The employer’s pay office (payroll — the people who handle pay), or the contact named on the payslip: the body that produced the payslip is the body that can check and correct it.

(ii) The local council — its website, its tree page or its phone line: the tree stands on council land, so the council’s rules and permits apply.

(iii) The instructions from the company that made the tool — the manufacturer’s instructions that came with it, including its safety warnings.

(Model response: 83 words)

Marker’s note: Each answer must name the responsible body. “Search online” or “ask a friend” scores nothing — the question asks for the best first source of *accurate* information.

Q10. *Command terms: state = name briefly; give = supply.*

Holly should rely on Source 2, the health centre’s website page. Reason 1 — the date: the page was updated on 2 September 2026, while the brochure is dated March 2019; opening hours are exactly the kind of fast-changing information where the more recent text wins. Reason 2 — the fit: the website shows the current weekly pattern, including Tuesday 11.00 am to 7.00 pm, which covers Holly’s Tuesday-evening visit; the brochure shows only Monday to Friday, 9.00 am to 5.00 pm, and would send Holly at a time when the centre is closed. Both texts come from the health centre, but the website is the copy the centre keeps current — a printed brochure is a snapshot of 2019 and cannot update itself.

(Model response: 124 words)

Common errors: Trusting the brochure because print looks official. An official-looking text from 2019 is still a 2019 text — check the date before trusting the format.

Q11. *Command terms: identify = name; explain = give reasons; name = identify.*

Tilly should open result 1 first. It fits every part of her need: the workshops are free, they run face to face at the library, they are for 16–24 year olds, and Tilly is 18. The publisher is the right kind as well: the council, on a .gov.au address, publishing its own community program.

The result to skip is result 2. It is marked *Sponsored* — TopJobs Training paid for the spot, so its position in the list says nothing about fit — and it sells online courses “from \$49”, which fails both parts of Tilly’s need: not free, and not face to face.

(Model response: 104 words)

Marker’s note: The explanation must show fit to the need — free, face to face, her age band. “It is a government site” alone is thin; tie the publisher to why the information can be trusted.

Other fully creditable answers. Skipping result 4 is fully creditable with a publisher-based reason: a personal blog has no connection to a responsible body, shows no evidence, and its headline is written to attract clicks rather than to inform. Result 3 is a genuine, government-funded option, but it does not state free face-to-face job-search help as directly as result 1, so result 1 remains the best first open.

Q12. *Command terms: describe = say what it looks like; explain = give reasons.*

One situation: the answer depends on the person's own case — for example, a patient needs to know whether the clinic can see her this afternoon, and what to bring. Phoning is better because a person at the responsible organisation can answer for her case, today; they can ask her questions back and confirm details that a general web page does not cover. The page may also be out of date, while the phone line is current. Other situations the phone suits: the answer is urgent, the written text is hard to read, or the person has no internet access.

(Model response: 100 words)

Other fully creditable answers. Any situation, provided the explanation ties to what the phone does well — urgency, the individual case, hard-to-read texts, no internet access, or a question that needs an answer built for the person asking.

Q13. *Command terms: state = name briefly; identify = name.*

Caution 1 — the “guarantee”. “GUARANTEED JOB within 4 weeks ... or your money back” is a selling claim, and the advertisement shows none of the conditions behind it: which jobs, which employers, what counts as getting money back. The text's purpose is to sell a course, not to inform the reader.

Caution 2 — the pressure. “Places almost gone — sign up TODAY!” is built to stop the reader from checking anything, and checking is exactly what a decision involving money needs. The all capitals and the exclamation marks point the same way.

Where to check: the official government website for training providers and recognised courses, or a careers adviser — and then the provider's own written terms, especially the refund conditions, before paying anything.

(Model response: 126 words)

Marker's note: “It is a scam” scores nothing on its own. The cautions must point at features of the text — the guarantee without conditions, the urgency, the selling purpose.

Other fully creditable answers. Any two feature-based cautions (for example: no full price shown, only “from \$49”; no employers named; no evidence for the guarantee). Checking the provider's registration details on an official government register is equally creditable for the “where”.

Q14. *Command terms: describe = say how it is done; state = name briefly.*

Steps: from the home page, Priya chooses *Current students* in the menu. From the list under it, she chooses *Work placement*. On that page she opens the link marked “Work placement agreement (PDF)” — a PDF keeps the form's layout fixed, so it reads and prints the way the institute designed it.

Check before printing: she looks for the document's date or version number and compares it with the page — or confirms with the institute — so she prints the current form. An old version risks the institute rejecting it and the placement being delayed.

(Model response: 96 words)

Other fully creditable answers. Checking by ringing the institute; comparing the form's version with the one named on her course page; confirming with the placement coordinator. Any step order that reaches *Work placement* through *Current students* is creditable.

Q15. *Command terms: explain = make clear with reasons; describe = say how it is done.*

To cross-check the claim is to confirm it against a second source that is not connected to the first — one with nothing to gain from the sale — before believing it. One way to do it: look up flu treatment on an official government health website, or ask a doctor or pharmacist what actually treats the flu, and see whether either supports “cures the flu in two days”. If the health source disagrees — or knows of no pill that cures the flu — the video’s claim fails the check. Note that the seller’s own website does not count as the second source: it is not unconnected.

(Model response: 108 words)

Marker’s note: Unconnectedness is the point — a student who checks the claim on the seller’s other pages has not cross-checked anything.

Q16. *Command terms: state = name briefly; write = produce in words.*

Two ways the library can help: first, Marco can use the library’s computers and internet to reach current apprenticeship information — the library gives the access he does not have at home. Second, the library staff can help him find reliable sources — official government or provider pages — and show him how to search them. (The staff can also order a current careers book for him.)

One question to the staff: “Can you help me find the official website for apprenticeships in my trade, and show me how to check the date on its pages?”

(Model response: 96 words)

Other fully creditable answers. Any two genuine library services — computers and internet access, staff help with finding sources, ordering current books, printed career guides, noticeboards; and any workable question aimed at finding current, reliable apprenticeship information.

Q17. *Command: write (a plan) = set out the steps.*

Need: “I need to find out whether Bellwater District Council has a grant that could pay for a water tank at the community garden, what the conditions are, and how to apply.”

Internet source: the council’s own website — its grants or community-funding pages — because the council is the body that runs the grant and sets the conditions.

Other-means source: phone or visit the council and ask for the officer who handles community grants; the group could also read the council’s notices at the library.

Check 1: on the council page, confirm the publisher (the council’s name, a .gov.au address) and look for the updated date and the closing date of the grants round.

Check 2: cross-check by phone — ring the number on the council’s site, confirm the conditions and the closing date with the officer, and write down the answers with the date and the officer’s name.

(Model response: 150 words)

Assessment route: 1 mark for a need sentence carrying all three questions (is there a grant? what conditions? how to apply?); 1 mark each for an internet source and an other-means source tied to the responsible body; 1 mark for two checks that test publisher and date, and cross-check. Plan skeleton: need → council site (grants page) → phone or visit → publisher and date check → phone cross-check → record the answers.

Other fully creditable answers. The library noticeboard or a council newsletter as the other-means source; asking the council for a printed grants guide; any two checks from the five-question check applied to a named text, provided one of them is a cross-check.

Q18. *Command terms: state = name briefly; identify = name.*

Question 1 — who published the blog? If the writer has no connection to the licensing body, the post reports an opinion, not the rule; and if the writer is selling something, the post’s purpose is not to inform.

Question 2 — when was it written? Licensing rules change; a post with no date cannot be checked for how recent it is, and an old “no licence needed” may be out of date.

Where the accurate answer lives: with the body responsible for licensing that kind of work — the official government licensing website or phone line for that industry. A second blog, or asking the co-worker again, is not a check on the first.

(Model response: 115 words)

Other fully creditable answers. Any two of the five-question check applied to the blog: why was it written; does it show evidence such as a link to the actual rule; does a second, unconnected source agree.

Chapter 1 Reading and navigating informational, organisational and procedural texts — 1B Navigating complex documents: tables of contents, headings, sub-headings, paragraphs and indexes

Theory

This section is about finding information inside a long document without reading every page. To **navigate** a text means to find your way around it so that you can get to the information you need, quickly.

The documents in this book come in three families. An **informational text** gives facts and explanations — for example, a health guide that explains how vaccination works. An **organisational text** tells you how an organisation works: its rules, its roles and its services — for example, a workplace safety handbook. A **procedural text** tells you how to do something, step by step — for example, instructions for reporting a fault at work. Many real documents mix all three families.

Some of these documents are **complex** (long, with many parts) or **technical** (written with the specialist words of a trade, a course or a workplace). Complex and technical documents help the reader by carrying finding aids — features built into the document whose job is to help you locate information. The study design for VCE VM Literacy names the finding aids this section teaches: in its Unit 3 key skills it asks you to pick out the key elements of complex, technical documents — and of organisational, informational and procedural texts — using aids such as the contents page, headings and sub-headings, paragraph breaks and the index to locate relevant information.

Table of contents. The **table of contents** (also called the contents page) is a list at the front of a document. It names each major section in the order the sections appear, and gives the page where each section begins. To use it: pull the key words out of your question; read down the section titles looking for your key word or a related word; note the page number beside the best title; then turn to that page and check the heading there.

Strategy — predict from titles. A contents title predicts what the section will hold. A title like “Fees, charges and payment options” predicts money: what things cost, how you can pay, and how money comes back.

Watch out. The contents page gives the page where each section *begins*. It does not list every page where one particular word appears. For that, use the index.

Headings and sub-headings. A **heading** is a title placed above a piece of writing to say what that piece is about. Headings are usually printed in bigger or bolder type than the rest of the text, with space above them. A **sub-heading** is a smaller heading, under a main heading, that splits the section into parts. Together, headings and sub-headings show the levels of a document — the big parts, and the smaller parts inside them. Numbering shows the levels too: “4.2” is the second part of Section 4.

Headings let you search a page without reading it. Read the headings first, predict what each part will hold, and then read only the part you need.

Watch out. A heading is a promise, not the answer. The answer lives in the writing underneath the heading — always read on.

Paragraphs. A **paragraph** is a group of sentences that develops one idea. A paragraph usually starts on a new line. In informational texts, the first sentence — the **topic sentence** — usually states the main idea of the paragraph. That gives you a fast routine for scanning: read the first sentence of each paragraph; when one matches your key word, slow down and read that whole paragraph properly.

Watch out. The topic sentence gives the idea, not usually the exact detail. If the paragraph is on the right topic, read all of it — the answer is often in the second, third or last sentence.

Index. An **index** is an alphabetical list at the back of a document. It lists the particular topics and terms the document uses, with the pages where they are discussed. Each line of an index is an **entry**. Entries can have parts:

- A **main entry** is the term itself, for example “forklift”.
- A **sub-entry** is a smaller part listed under a main entry, for example “licences, 8” under “forklift”.

- A **page range**, for example “12–14”, means the discussion runs across those pages.
- A cross-reference “**see**” sends you to a different entry instead: “gloves, see personal protective equipment” means the document uses the term *personal protective equipment*, so look there.
- A cross-reference “**see also**” points to extra information under another entry: “emergency exits, see also evacuation”.

The index is the best tool when you know the particular word you need, because it lists the pages for that word.

Watch out. An index uses the document’s words, not yours. If your word is not there, try a related word, a bigger topic, or the contents page.

Contents page or index? The two tools do different jobs:

Feature	Table of contents	Index
Position	front of the document	back of the document
Order	the order of the document	alphabetical
Lists	sections, with the page each begins on	terms, with the pages they are discussed on
Best for	an overview; jumping to a whole section	finding one particular word

The four-step search routine.

1. **Key words.** Pull the important words out of the question.
2. **Tool.** For an overview or a whole section, start at the contents page. For one particular term, start at the index. If you are already on the right page, use the headings and sub-headings.
3. **Narrow.** Go to the page and use the heading or sub-heading to find the right part.
4. **Read and check.** Scan the topic sentences, read the right paragraph properly, and check that your answer fits the question that was asked.

Strategy — skim and scan. To **skim** means to read quickly for the gist — the general idea of what a text is about. To **scan** means to look quickly for one particular thing (a word, a number, a title) and skip everything else. Navigating a document is mostly scanning.

Digital documents. Many of these documents are read on a screen as well as on paper. A digital guide usually adds two navigation aids: a contents list with clickable links (tap a title and the document jumps straight to that section), and a search box (type a word and the document shows every place that word appears, in seconds).

Watch out. A search box matches words, not meanings. It can return dozens of results the reader does not need — and if the document uses a different word from yours, it returns nothing at all. Check the heading above each result, and if a search fails, fall back on the contents list or try a related word.

What a good answer looks like. In navigation tasks, markers look for four things:

- the **feature** named — contents page, index entry, heading, sub-heading or paragraph;
- the exact **title or entry** quoted from the document;
- the **page number** given;
- a full **sentence** that answers the question actually asked.

A bare page number, with no feature named, usually loses marks.

Worked examples

Example 1 — scaffolded

Task. Jaz wants to volunteer at the Riverbend Community House. Use the contents page of the house handbook to answer: which section should Jaz read first, and on what page does that section begin?

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Riverbend Community House Handbook 2027: contents page.

Section	Page
1 Welcome to Riverbend Community House	3
2 Opening hours and contact details	4
3 Rooms and facilities you can hire	6
4 Courses and activities	9
5 Volunteering at the House	14
6 Fees, charges and payment options	16
7 House rules and safety	18
Index	20
Working	Comment
Key words from the task: <i>volunteer</i> .	Step 1 — Pull the key words out of the task. The key word is the thing the reader needs to find out about.
Read down the section titles, looking for <i>volunteer</i> or a related word.	Step 2 — Scan the titles, not the page numbers. The contents page lists the sections in order, so every title gets a look.
Match found: “5 Volunteering at the House ... 14”.	Step 3 — “Volunteering” is the same word family as “volunteer”. A match does not have to be the exact word.
Answer line: Jaz should read Section 5, Volunteering at the House. It begins on page 14.	Step 4 — A full answer names the section and gives the page number, in complete sentences.
Check: turn to page 14 and confirm the heading reads “Volunteering at the House”.	Step 5 — The contents page gives the page where a section begins, so the heading on that page should match the contents title.

Example 2 — scaffolded

Task. Teagan works in the Westline Logistics yard. Her supervisor says: “Read everything the handbook says about forklift licences before Friday.” Use the index extract to find the right page, and explain how the index pointed you there.

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Westline Logistics Site Safety Handbook: index (extract).

Entry	Page(s)
emergency exits	see also evacuation
evacuation	16–17
first aid kits	15
forklift	faults and tags, 11; licences, 8; speed limits, 9
gloves	see personal protective equipment
incident reports	18–19
manual handling	12–14: lifting techniques, 12; storage and shelving, 14; team lifts, 13
personal protective equipment (PPE)	5–7
speed limits	9
Working	Comment

Entry	Page(s)
Key words: <i>forklift</i> , <i>licences</i> . The task asks for one particular topic, so the index is the right tool.	Step 1 — Pull the key words out of the task, then choose the tool: one particular term → the index.
Open the handbook at the back, where the index is, and go to the letter F.	Step 2 — An index is alphabetical. The first letter of your key word takes you straight to the entry.
Main entry: <i>forklift</i> — with the sub-entries “faults and tags, 11; licences, 8; speed limits, 9”.	Step 3 — A main entry can carry several sub-entries. Read them all before you choose.
The sub-entry “licences, 8” matches the second key word. Teagan turns to page 8.	Step 4 — Pick the sub-entry that matches your key word. The other sub-entries would send her to pages she does not need.
Answer line: the index lists “licences” as a sub-entry under “forklift” and gives page 8, so Teagan reads page 8.	Step 5 — A full answer names the feature (the index), quotes the entry, and gives the page number.

Example 3 — unscaffolded

Task (3 marks). A worker in the Westline Logistics yard is about to use a forklift and sees oil leaking from a hose. Explain how the worker would use the Site Safety Handbook to find out what to do. Name each feature the worker uses, in order, and say what each feature gives the worker.

Stimulus — Westline Logistics Site Safety Handbook: contents page.

Section	Page
1 Purpose and scope	2
2 Safety roles and responsibilities	3
3 Personal protective equipment (PPE)	5
4 Forklift and mobile plant	8
5 Manual handling	12
6 Emergencies and first aid	15
7 Incident reporting	18
Appendix A — Site map	20
Index	22

Stimulus — Westline Logistics Site Safety Handbook: the sub-headings of Section 4.

Sub-heading	Page
4.1 Licences and training	8
4.2 Speed limits and traffic routes	9
4.3 Pedestrian zones	10
4.4 Pre-start checks and faults	11

Stimulus — Westline Logistics Site Safety Handbook: sub-heading 4.4 (extract).

4.4 Pre-start checks and faults (page 11)

Every operator must complete these steps before using a forklift for the first time each day:

1. Walk around the forklift. Look for damage such as cracked tyres or leaking hoses.
2. Test the horn, lights, brakes and lifting controls.
3. If you find any fault, do not use the forklift.
4. Fit the red “Out of service” tag to the steering wheel.
5. Report the fault to the shift supervisor the same day.

A fault found at any other time during the day must be treated the same way.

Model response.

The worker starts at the contents page and looks for a section title about forklifts. The contents page shows “4 Forklift and mobile plant” beginning on page 8, so the worker turns to page 8. The sub-headings of Section 4 narrow the search: “4.4 Pre-start checks and faults”, on page 11, is the part that covers faults found on a forklift. Under that sub-heading the worker reads the numbered steps. Step 3 says a faulty forklift must not be used, step 4 says to fit the red “Out of service” tag to the steering wheel, and step 5 says to report the fault to the shift supervisor the same day. The final line confirms that a fault found at any time of the day is treated the same way.

(Word count: 129 words)

Takeaway: a search through a long document works from big to small — contents page → section → sub-heading → the steps or paragraph that carry the answer.

Example 4 — unscaffolded

Task (4 marks). Deng says: “The contents page and the index do the same job, so a handbook only needs one of them.” Using the Riverbend Community House Handbook as your example, explain whether Deng is right. Your answer must give one search where the contents page is the better tool, and one search where the index is the better tool.

Stimulus — Riverbend Community House Handbook 2027: contents page.

Section	Page
1 Welcome to Riverbend Community House	3
2 Opening hours and contact details	4
3 Rooms and facilities you can hire	6
4 Courses and activities	9
5 Volunteering at the House	14
6 Fees, charges and payment options	16
7 House rules and safety	18
Index	20

Stimulus — Riverbend Community House Handbook 2027: index (extract).

Entry	Page(s)
booking a room	7
cancellation and refunds	17
children’s programs	11
community garden	12
first aid	see safety
kitchen hire	7–8
opening hours	4
parking	6
safety	18–19
volunteering	14–15

Model response.

Deng is not right: the two tools do different jobs, and a handbook needs both. The contents page sits at the front and lists the sections in order, with the page each one begins on, so it answers the question “What does this handbook cover?”. For example, a reader who wants to help out at the House scans the titles, sees “5 Volunteering at the House”, and turns to page 14. The index sits at the back and lists particular words alphabetically, with the pages they are discussed on, so it answers the question “Where exactly is this word?”. A reader who needs the rules on cancelling a

booking goes straight to page 17 from the index entry “cancellation and refunds, 17” — the contents page never uses the word “cancellation” at all. So the contents page is the better tool for an overview or a whole section, and the index is the better tool for one particular word.

(Word count: 158 words)

Takeaway: match the tool to the search — contents page for order and overview, index for particular words and the pages they appear on.

Practice questions

Scaffolded

Question 1 (3 marks)

Stimulus — Riverbend Community House Handbook 2027: contents page.

Section	Page
1 Welcome to Riverbend Community House	3
2 Opening hours and contact details	4
3 Rooms and facilities you can hire	6
4 Courses and activities	9
5 Volunteering at the House	14
6 Fees, charges and payment options	16
7 House rules and safety	18
Index	20

Jaz’s neighbour wants to hire the hall for a birthday party.

- Which section of the handbook should the neighbour read? (1 mark)
- On what page does that section begin? (1 mark)
- Complete the sentence: “I checked the contents page instead of the index because the contents page _____.” (1 mark)

Question 2 (3 marks)

Stimulus — Riverbend Community House Handbook 2027: index (extract).

Entry	Page(s)
booking a room	7
cancellation and refunds	17
children’s programs	11
community garden	12
first aid	see safety
kitchen hire	7–8
opening hours	4
parking	6
safety	18–19
volunteering	14–15

- A reader looks up “first aid” in the index. What does the entry tell the reader to do? (1 mark)
- What page numbers does the entry “safety” give? (1 mark)

c. What does the page range “18–19” tell the reader? (1 mark)

Question 3 (4 marks)

Stimulus — Westline Logistics Site Safety Handbook: contents page.

Section	Page
1 Purpose and scope	2
2 Safety roles and responsibilities	3
3 Personal protective equipment (PPE)	5
4 Forklift and mobile plant	8
5 Manual handling	12
6 Emergencies and first aid	15
7 Incident reporting	18
Appendix A — Site map	20
Index	22

A new worker at the Westline yard is reading the Site Safety Handbook on their first day.

- a. Which section should the worker read to find out what protective clothing to wear on site? Give the section number, the title and the page. (2 marks)
- b. Which part of the handbook would show the layout of the yard as a drawing? (1 mark)
- c. Predict from the title: state one thing Section 7 Incident reporting is likely to tell the worker. (1 mark)

Question 4 (4 marks)

Stimulus — Westline Logistics Site Safety Handbook: the sub-headings of Section 4.

Sub-heading	Page
4.1 Licences and training	8
4.2 Speed limits and traffic routes	9
4.3 Pedestrian zones	10
4.4 Pre-start checks and faults	11

- a. Which sub-heading covers what people on foot must do in the yard? (1 mark)
- b. What does the number “4.2” tell you about that heading? (1 mark)
- c. Predict from the sub-heading title: state two things “4.4 Pre-start checks and faults” is likely to cover. (2 marks)

Question 5 (3 marks)

Note: this question uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Wattle Range Institute Course Guide 2027: a course page (extract).

Certificate II in Horticulture (pages 9–11)

This page carries five sub-headings: *Entry requirements · Course structure · Work placement · Fees and charges · How to apply*

Work placement

Work placement is a required part of this course. Students complete 40 hours of placement with a partner nursery or a council parklands crew. The institute arranges every placement in Term 2, and students must not organise their own placement without written approval. If a student cannot attend a scheduled placement day, they must phone the course coordinator before 9 am on that day.

- a. Copy the topic sentence of the Work placement paragraph. (1 mark)
- b. State the number of placement hours exactly as shown in the text. (1 mark)
- c. A student is sick and cannot attend a scheduled placement day. What must they do, and by when? (1 mark)

Question 6 (3 marks)

Stimulus — Wattle Range Institute Course Guide 2027: the sub-headings of the Certificate II in Horticulture course page.

Entry requirements · Course structure · Work placement · Fees and charges · How to apply

- a. Which sub-heading would a reader check to find out what the course costs? (1 mark)
- b. Which sub-heading tells a reader what they need before they can join the course? (1 mark)
- c. Predict from the sub-heading: state one thing the “How to apply” part is likely to tell a reader. (1 mark)

Un scaffolded

Question 7 (2 marks)

Stimulus — Riverbend Community House Handbook 2027: contents page.

Section	Page
1 Welcome to Riverbend Community House	3
2 Opening hours and contact details	4
3 Rooms and facilities you can hire	6
4 Courses and activities	9
5 Volunteering at the House	14
6 Fees, charges and payment options	16
7 House rules and safety	18
Index	20

Mai booked a room at the House for a family party, but something has come up and she may have to cancel. She wants to know whether she can get her money back. Using the contents page, name the section Mai should read and give the page where that section begins. Justify your choice using the wording of the contents title.

Question 8 (2 marks)

Note: this question uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — Fernbrook Community Health Centre Patient Handbook: index (extract).

Entry	Page(s)
appointment booking	4
home visits	7–8
interpreters	5–6
medical records	12, see also privacy
opening hours	2
parking	2
prescriptions	9
privacy	13
vaccinations	10–11

Hassan is not confident reading English. He wants to know whether the Centre can help him at his appointment. Use the index to give the page Hassan should turn to, and explain why that entry answers his need.

Question 9 (2 marks)**Stimulus — Fernbrook Community Health Centre Patient Handbook: index (extract).**

Entry	Page(s)
appointment booking	4
home visits	7–8
interpreters	5–6
medical records	12, see also privacy
opening hours	2
parking	2
prescriptions	9
privacy	13
vaccinations	10–11

Explain what the words “see also” tell a reader, and show what this means by saying exactly what a reader who looks up “medical records” should do.

Question 10 (3 marks)**Stimulus — Westline Logistics Site Safety Handbook: contents page.**

Section	Page
1 Purpose and scope	2
2 Safety roles and responsibilities	3
3 Personal protective equipment (PPE)	5
4 Forklift and mobile plant	8
5 Manual handling	12
6 Emergencies and first aid	15
7 Incident reporting	18
Appendix A — Site map	20
Index	22

A delivery driver is visiting the Westline yard for the first time. The driver is worried about sharing the yard with moving machines. Using only the contents page, name the two sections the driver should read and explain how the section titles helped you choose them.

Question 11 (3 marks)**Stimulus — Wattle Range Institute Course Guide 2027: contents page.**

Section	Page
About Wattle Range Institute	2
Courses by subject area	4
Certificate II in Horticulture	9
Certificate II in Retail Services	12
Certificate III in Business	15
Fees, payment plans and refunds	18
Key dates for 2027	20
Support services for students	21
Index	23

Tomas works full-time and worries that he cannot pay the whole course fee at once. Using the contents page, identify the section that could help and give its page number. Explain why this section is a better first stop than a course page such as Certificate III in Business.

Question 12 (3 marks)**Stimulus — Riverbend Community House Handbook 2027: a paragraph from Section 5 (page 14).**

Volunteers keep the House running. Front-desk volunteers greet visitors, answer the phone and take room bookings. Garden volunteers care for the community garden beds on Wednesday mornings. Course helpers work beside the tutor in children's programs and in the cooking classes. Every new volunteer attends an orientation session — a short introduction to the House — before their first shift. Orientation runs on the first Monday of each month, at 6 pm.

A reader wants to know when orientation runs for new volunteers. Describe how you would use the topic sentence and scanning to find this out quickly, and then state the answer.

Question 13 (4 marks)

Stimulus — Westline Logistics Site Safety Handbook: a contents row, the sub-headings of Section 5, and one index entry.

Contents page row: “5 Manual handling ... 12”

Sub-heading	Page
5.1 Safe lifting technique	12
5.2 Team lifts	13
5.3 Storage and shelving	14

Index entry: “manual handling — 12–14: lifting techniques, 12; storage and shelving, 14; team lifts, 13”

A shift supervisor must show a new worker the handbook’s rules for team lifts. Describe two different searches through the handbook that both end at the right page: one starting from the contents page, and one starting from the index. For each search, name the features used and give the page the search ends on.

Question 14 (4 marks)

Stimulus — Fernbrook Community Health Centre Patient Handbook: contents page and index (extract).

Section	Page
1 Welcome to the Centre	2
2 Making and changing appointments	4
3 Language support and interpreters	5
4 Home visits	7
5 Prescriptions and medicines	9
6 Vaccinations	10
7 Your medical records and privacy	12
Index	14

Entry	Page(s)
appointment booking	4
home visits	7–8
interpreters	5–6
medical records	12, see also privacy
opening hours	2
parking	2
prescriptions	9
privacy	13
vaccinations	10–11

Priya needs every page of the Patient Handbook that discusses vaccinations. Ben has five minutes and wants to know what the handbook covers before he borrows it. For each reader, choose the better tool — contents page or index — and justify both choices.

Question 15 (3 marks)

Wattle Range Institute also publishes the Course Guide as a PDF file on its website. Name two features of a digital guide that help a reader navigate it quickly, and explain how each feature helps. Include one caution about using the search box.

Question 16 (3 marks)

Stimulus — Westline Logistics Site Safety Handbook: sub-heading 4.4 (extract).

4.4 Pre-start checks and faults (page 11)

Every operator must complete these steps before using a forklift for the first time each day:

1. Walk around the forklift. Look for damage such as cracked tyres or leaking hoses.
2. Test the horn, lights, brakes and lifting controls.
3. If you find any fault, do not use the forklift.
4. Fit the red “Out of service” tag to the steering wheel.
5. Report the fault to the shift supervisor the same day.

A fault found at any other time during the day must be treated the same way.

The handbook gives the rules for faulty forklifts as short numbered steps under a sub-heading, instead of one long paragraph. Using what you know about headings, paragraphs and scanning, explain why this layout helps a busy operator find the right rule quickly.

Question 17 (2 marks)

Stimulus — Riverbend Community House Handbook 2027: index (extract).

Entry	Page(s)
booking a room	7
cancellation and refunds	17
children’s programs	11
community garden	12
first aid	see safety
kitchen hire	7–8
opening hours	4
parking	6
safety	18–19
volunteering	14–15

A reader turns to the index and looks up “garden”. There is no entry for that single word — yet the handbook does discuss a garden. Explain why a single-word index lookup can fail, and say what the reader should try instead.

Question 18 (3 marks)

Stimulus — Fernbrook Community Health Centre Patient Handbook: contents page and index (extract).

Section	Page
1 Welcome to the Centre	2
2 Making and changing appointments	4
3 Language support and interpreters	5
4 Home visits	7
5 Prescriptions and medicines	9
6 Vaccinations	10
7 Your medical records and privacy	12
Index	14

Entry	Page(s)
appointment booking	4
home visits	7–8
interpreters	5–6
medical records	12, see also privacy
opening hours	2
parking	2
prescriptions	9
privacy	13
vaccinations	10–11

Aroha is new to the area and has the Fernbrook Community Health Centre Patient Handbook. She needs three things: the Centre's opening hours; help with language at an appointment; and a way to see what is written in her medical file. For each need, name the tool she should use (contents page or index), quote the entry or title she should look up, and give the page number or numbers it sends her to.

Answers

The answers below give the must-include points for self-checking. Full model responses are in the Fully-worked solutions.

Q1. Locate; complete (3). **a.** Section 3, Rooms and facilities you can hire; **b.** page 6; **c.** any true difference — e.g. “lists the sections in order and gives the page where each section begins”.

Q2. Explain (3). **a.** look up the entry “safety” instead — “see” sends the reader to a different entry; **b.** 18–19; **c.** the discussion runs across both pages — start on page 18 and read on into page 19.

Q3. Locate; predict (4). **a.** Section 3, Personal protective equipment (PPE), page 5; **b.** Appendix A — Site map; **c.** any title-tied prediction — e.g. how to report an injury, damage or a near miss, who to tell, what details to give.

Q4. Identify; explain; predict (4). **a.** 4.3 Pedestrian zones; **b.** it is a sub-heading of Section 4 — the “4” ties it to Section 4 and the “.2” makes it the second part; **c.** checks done before a machine is started, and what to do when a fault is found.

Q5. Copy; state (3). **a.** “Work placement is a required part of this course.”; **b.** 40 hours; **c.** phone the course coordinator before 9 am on that day.

Q6. Identify; predict (3). **a.** Fees and charges; **b.** Entry requirements; **c.** any title-tied prediction — e.g. how to apply, where to send the application, when applications close.

Q7. Justify (2). Route: contents title + starting page, then a justification that uses the title’s wording. Section 6, “Fees, charges and payment options”, begins on page 16 — refunds are a money matter. See the fully-worked solution.

Q8. Locate; explain (2). Page 5 (entry “interpreters, 5–6”); the entry names the language help Hassan needs. See the fully-worked solution.

Q9. Explain (2). Route: “see also” = extra information under another entry; demonstration: read “medical records” on page 12, then also check “privacy” on page 13. See the fully-worked solution.

Q10. Predict; justify (3). Route: any two sections whose titles tie to the worry, with reasoning that uses the title wording. Model: Section 4 “Forklift and mobile plant” (page 8) and “Appendix A — Site map” (page 20). See the fully-worked solution.

Q11. Identify; explain (3). “Fees, payment plans and refunds”, page 18; route: payment plans = paying over time; a course page describes a course, not ways to pay. See the fully-worked solution.

Q12. Describe; state (3). Route: topic sentence shows the paragraph is about volunteers in general → scan the rest for “orientation” → answer is in the last sentence. Answer: the first Monday of each month, at 6 pm. See the fully-worked solution.

Q13. Describe two searches (4). Route: each search names its features and its ending page. Contents: “5 Manual handling” → page 12 → sub-heading “5.2 Team lifts” → page 13. Index: sub-entry “team lifts, 13” under “manual handling” → page 13. See the fully-worked solution.

Q14. Choose; justify (4). Route: Priya → index, because it lists pages by term (“vaccinations, 10–11”); Ben → contents page, because it lists every section with its starting page — a fast overview. See the fully-worked solution.

Q15. Name; explain (3). Route: any two digital features with explanations (clickable contents links; search box) + one search caution (matches words not meanings; check the heading above each result; try related words). See the fully-worked solution.

Q16. Explain (3). Route: three points — the sub-heading announces the topic; the numbered steps keep one action per line so scanning is fast; a long paragraph would bury the actions. See the fully-worked solution.

Q17. Explain (2). Route: an index uses the document’s own words (the entry is “community garden”); try related or fuller terms, check the entries near the word, or fall back on the contents page. See the fully-worked solution.

Q18. Plan three searches (3). Route: one mark per need — tool + quoted entry/title + page(s). Opening hours: index “opening hours, 2” or contents “1 Welcome to the Centre” → page 2. Language help: index “interpreters, 5–6” or contents “3 Language support and interpreters” → page 5. Medical file: index “medical records, 12, see also privacy” → pages 12 and 13, or contents “7 Your medical records and privacy” → page 12. See the fully-worked solution.

Fully-worked solutions

Command-term gloss. **State** — give briefly; no reasons needed. **Identify / name** — pick out and give. **Copy** — reproduce exactly from the text. **Describe** — say what happens, or what it is like. **Explain** — give reasons; show how or why. **Justify** — give reasons that support your choice. **Predict** — say what is likely to be there, based on a title. **Plan** — set out the steps in order.

Question 1.

a. Section 3, “Rooms and facilities you can hire” — a party needs a room to hire.

b. Page 6.

c. Model frame: “I checked the contents page instead of the index because the contents page lists every section in order and gives the page where each section begins, so I could see the whole shape of the handbook at a glance.”

Other fully creditable answers: c. any true difference — the contents page is at the front; it shows the sections in order; it gives starting pages; it shows what the whole document covers.

Question 2.

a. The entry reads “first aid, see safety”. The word “see” sends the reader to a different entry: instead of a page number, it tells the reader to look up “safety” in the index.

b. Pages 18–19.

c. The range tells the reader that the safety discussion runs across both pages: start on page 18 and read on into page 19.

Common errors: treating “see” as if it were a page number; giving only page 18 for a range.

Question 3.

a. Section 3, “Personal protective equipment (PPE)”, page 5. Protective clothing is protective equipment, so the title matches the need.

b. Appendix A — Site map, page 20.

c. Model: the title predicts that Section 7 explains how to report an incident — for example, what counts as an incident (an injury, damage or a near miss), who to tell, and what details to give.

Other fully creditable answers: c. any sensible prediction tied to the title “Incident reporting”.

Question 4.

a. “4.3 Pedestrian zones” — a pedestrian is a person on foot.

b. The number shows that this heading is a sub-heading of Section 4: the “4” ties it to Section 4, and the “.2” makes it the second part of that section.

c. Model: checks that must be done before a machine is started, and what to do when a fault is found.

Common errors: b. calling “4.2” a page number or a section of its own — it is a level under Section 4.

Question 5.

- a. “Work placement is a required part of this course.”
- b. 40 hours.
- c. The student must phone the course coordinator before 9 am on that day.

Common errors: a. copying the second sentence instead — the topic sentence states the paragraph’s main idea, and here it is the first sentence.

Question 6.

- a. Fees and charges.
- b. Entry requirements.
- c. Model: how to put in an application for the course — for example, where to send it, what to include, and when applications close.

Other fully creditable answers: c. any sensible prediction tied to the title “How to apply”.

Question 7.

Model response: “Mai should read Section 6, ‘Fees, charges and payment options’, which begins on page 16. The title names fees, charges and payment options — all money matters — and a refund is money coming back, so this is the section that will say whether her money can be returned.” (*Word count: 47 words*)

Marker’s note: the justification must use the wording of the contents title, not just name the section. The index confirms the answer: its entry “cancellation and refunds, 17” sits inside Section 6 — the two tools agree.

Other fully creditable answers: any justification that ties “money back / refund” to the title’s words “fees, charges and payment options”.

Question 8.

Model response: “Hassan should turn to page 5. The index entry ‘interpreters, 5–6’ names the exact service he needs — a person who can speak his language at the appointment — and gives the pages where the handbook discusses it, starting at page 5.” (*Word count: 40 words*)

Common errors: sending Hassan to “appointment booking, 4” — that entry covers making appointments, not language help; or giving the range “5–6” without naming the entry.

Question 9.

Model response: “The words ‘see also’ tell the reader that extra, connected information sits under another entry. A reader who looks up ‘medical records’ should read page 12, and then also check the entry ‘privacy’, which the index puts on page 13, because the handbook discusses the two topics together.” (*Word count: 48 words*)

Common errors: mixing up “see also” (extra information under another entry) with “see” (look under the other entry instead).

Question 10.

Model response: “The driver should read Section 4, ‘Forklift and mobile plant’ (page 8), and Appendix A, ‘Site map’ (page 20). The Section 4 title names the machines that move around the yard, so that section is the likeliest home for the rules about sharing space with them. The Appendix A title promises a drawing of the site, which is where a first-time visitor would find the layout of routes and zones.” (*Word count: 70 words*)

Other fully creditable answers: any two parts of the handbook where the reasoning is tied to the title wording — for example Section 3, “Personal protective equipment (PPE)”, on the reasoning that its title predicts the clothing and equipment worn in the yard.

Question 11.

Model response: “Tomas should open the section ‘Fees, payment plans and refunds’ on page 18. The title names payment plans, and a payment plan is a way of paying a fee in parts over time — exactly what Tomas needs. A course page such as Certificate III in Business describes what one course covers; its title promises nothing about ways to pay.” (*Word count: 59 words*)

Common errors: choosing “Certificate III in Business” because Tomas might study it — the task asks where the payment worry is answered, not what he might study.

Question 12.

Model response: “First I would read the topic sentence, ‘Volunteers keep the House running.’ It tells me this paragraph is about volunteers in general, so I would keep going. I would then scan the rest of the paragraph for the key word ‘orientation’ instead of reading every word. The scan stops at the last two sentences. Orientation runs on the first Monday of each month, at 6 pm.” (*Word count: 66 words*)

Marker’s note: the description must show both moves — the topic sentence as the quick first check, and scanning for the key word. The stated answer must be the time and day.

Question 13.

Model response: “Search 1 — contents page: the contents row ‘5 Manual handling ... 12’ sends the supervisor to page 12. On page 12, the sub-heading list shows ‘5.2 Team lifts’ on page 13, so this search ends on page 13. Search 2 — index: under the main entry ‘manual handling’, the sub-entry ‘team lifts, 13’ sends the supervisor straight to page 13. Both searches end on the same page: the contents route walks through the section, while the index route jumps straight to the term.” (*Word count: 81 words*)

Marker’s note: each search must name its features and give the ending page. A search with no page number earns at most half of that search’s marks.

Question 14.

Model response: “Priya should use the index. The index lists pages by term, and the entry ‘vaccinations, 10–11’ gives her every page the handbook discusses vaccinations on — pages 10 and 11. The contents page cannot do this job: it gives only the starting page of a section. Ben should use the contents page. In five minutes he wants the shape of the whole handbook, and the contents page lists all seven sections with their starting pages in one short table — a faster overview than any single index entry.” (*Word count: 86 words*)

Common errors: choosing the contents page for Priya — a contents title shows where a section begins, not every page a term appears on.

Question 15.

Model response: “First, a contents list with clickable links: the reader clicks a title such as ‘Fees, payment plans and refunds’ and the guide jumps straight to that section, with no page-turning. Second, a search box: the reader types a word such as ‘refunds’ and the guide shows every place that word appears, in seconds. Caution: a search matches words, not meanings. It can return many results the reader does not need, and if the guide uses a different word from the reader’s, it returns nothing — so check the heading above each result, and try related words.” (*Word count: 95 words*)

Other fully creditable answers: any two true digital navigation features with explanations — for example clickable index entries, or page thumbnails for skipping through the file.

Question 16.

Model response: “The sub-heading ‘4.4 Pre-start checks and faults’ announces the topic, so an operator who has found a fault can go straight to that part of the handbook instead of reading Section 4 from the start. Under the sub-heading, the numbered steps keep one action per line. The operator can scan down the numbers and stop at the step they need — step 4, the ‘Out of service’ tag — without reading the whole section. One long paragraph would bury those actions in prose, because the operator would have to read every sentence to find the rule.” (*Word count: 94 words*)

Marker’s note: full marks need the layout tied to the reader’s behaviour — going straight to the sub-heading, scanning the numbered lines — not just “it looks tidier”.

Question 17.

Model response: “An index uses the document’s own words, not the reader’s. This handbook files the topic under the fuller entry ‘community garden, 12’, so a lookup of the single word ‘garden’ finds nothing. Instead, the reader should try related or fuller terms, check the entries near the word in the alphabet, or fall back on the contents page, where the section ‘4 Courses and activities’ (page 9) is the part that carries page 12.” (*Word count: 73 words*)

Question 18.

Model response: “Opening hours — either tool works: the index entry ‘opening hours, 2’ sends Aroha to page 2, and the contents title ‘1 Welcome to the Centre’ also begins on page 2. Language help — the index entry ‘interpreters, 5–6’ sends her to page 5; the contents route is ‘3 Language support and interpreters’, page 5. Medical file — the index entry ‘medical records, 12, see also privacy’ sends her to page 12 and points her to ‘privacy’ on page 13 as well; the contents route is ‘7 Your medical records and privacy’, page 12.” (*Word count: 91 words*)

Marker’s note: award the mark for a need when the tool, the quoted entry or title, and the page number all agree with each other.

Common errors: giving a page number with no entry or title quoted; missing the “see also privacy” pointer on page 13 for the third need.

Chapter 1 Reading and navigating informational, organisational and procedural texts — 1C Reading texts: inferring and creating meaning

Theory

Recognising the words on a page is only the first step in reading. Real reading goes further: you work out what the words point to without saying, and you rebuild the message for your own use. The study design names the whole skill in its Unit 3 key skills: students read texts, draw inferences from them and create meaning out of them.

Three moves a reader makes

When you read a notice, an email, a procedure or a newsletter, you do three things:

- **Read** — pick up what the text says directly. Find the stated facts: dates, times, prices, rules, names.
- **Infer** — work out what the text suggests without saying it directly. A conclusion you reach from clues is called an *inference*; to *infer* is to make one.
- **Create meaning** — rebuild the message for a purpose: reword a rule, shorten a notice, put notes beside a procedure, or explain a text to somebody else.

Two levels of meaning: stated and implied

Every text carries meaning on two levels.

Level	What it is	Example
Stated (literal)	what the words say directly	A notice says: “The staff room will be closed for repairs from Monday to Thursday.”
Implied	what the words suggest — the reader infers it	The same notice suggests staff should plan somewhere else to eat lunch on those days.

The stated level is found by *scanning* — moving your eyes quickly over a text to find one particular detail. The implied level is built. The builder’s formula is:

a clue in the text + what you already know = an inference

You know from experience that a closed staff room is an inconvenience. The notice never says “this will inconvenience you” — but the notice and your knowledge together tell you so.

How to make an inference you can trust

1. **Find the clue.** Point to the exact words in the text.
2. **Ask what the clue suggests.** What does the writer know, want, expect or worry about that they have not written down?
3. **Say the inference plainly** — and attach the clue to it: “The notice suggests ... because it says ...”.

Then check: would a stranger who read only this text agree with you? If the text supports your inference, it passes the check. If only your own experience supports it, it fails.

Watch out. An inference is not a guess. A guess has no clue behind it. An inference always points at words in the text: an email that says “there will be no extensions” lets you infer that a late reply misses this round.

Watch out. Do not over-reach. A clue supports a certain amount of meaning, and no more. A sign that says “seats are limited” lets you infer that arriving early improves your chance of a seat. It does not let you infer that the event is always full. Stay close to what the clue can carry.

Name the level you are on

When you answer, choose your verb to match the level:



- for the stated level: “The notice **says** ...”, “The notice **states** ...”
- for the implied level: “The notice **suggests** ...”, “The writer **implies** ...”

Saying “the text says” about something the text only suggests is a common way to lose a mark — it tells the marker you cannot see the two levels apart.

Signal words carry implied meaning

Small words carry a lot of meaning. A *signal word* warns the reader what kind of meaning is coming.

Signal word(s)	What they signal	Question to ask yourself
must, required, only	a rule with no choice in it	What happens if this is not done?
may, might, could	a possibility, not a certainty	So this might not happen?
however, but, except	a limit or exception is coming	Who or what is left out?
unfortunately, we regret	bad news for the reader	Who does this news hurt?
if, when, before, after	a condition or a time rule	What has to happen first?
therefore, so, this means	a result	What follows from what?

The writer and the reader are clues too

Ask who wrote the text and who will read it. The same sentence — “All team members are encouraged to attend” — means something stronger when it comes from a manager than when it comes from a workmate. A company that apologises in a letter is telling you it knows its customers are unhappy. A sign that says “no food or drink near the machines” suggests food or drink has damaged machines before. The writer’s choices are clues, just like the words themselves.

Creating meaning: rewording, summaries, notes and annotations

Creating meaning is the third move. Four forms do most of the work:

- A **paraphrase** restates a message in your own words. To *paraphrase* means to say the same thing using different words. A good paraphrase keeps every main point and copies no sentence.
- A **summary** is a shorter version of a text. It carries only the main points, in your own words.
- **Note form** uses short phrases instead of full sentences. Notes suit fast, tight spaces: noticeboards, study cards, messages to a friend.
- An **annotation** is a short note written beside a passage to explain or comment on it.

The rules for all four forms:

- **Keep the meaning.** Do not add your opinion unless the task asks for it.
- **Change the words.** A copied sentence is not a paraphrase, even when it is the right sentence.
- **Match the form to the task.** Notes when the task asks for notes; full sentences when it asks for a paragraph.

Watch out. “In your own words” is a marking condition, not decoration. Copy a whole sentence from the text and your answer can lose the mark even when the sentence is the right one.

Strategy — read twice. First read: go through the text and ask, “What is this about?” Second read: go through with a pencil and underline every word that carries a rule, a date, a price or a condition. Answer questions only after the second read.

Strategy — cover and retell. After reading, cover the text and say the message out loud in your own words. Every place you get stuck is a place you have not understood yet. Uncover and re-read that part.

Strategy — map it. For a longer text, draw a mind map: the topic in the middle, the main points as branches, the details as twigs. The map shows the shape of the text before you have to summarise it.

What tasks ask — and what a good answer shows

Task wording	What it wants	A good answer
State, identify, list	stated meaning — find it and give it	the exact detail, briefly
What does ... suggest? What can you infer ...?	an inference plus its clue	“This suggests ... because the notice says ...”
Explain in your own words. Rewrite ...	created meaning	the same message in new words; nothing copied
Summarise. Write notes.	created meaning, shortened	the main points only, in the form asked for
Annotate	a note beside the text	a short note saying what the passage means or suggests

A strong answer in this section:

- points to the exact words behind every inference;
- keeps stated meaning and implied meaning clearly apart;
- carries the whole message across in a paraphrase or summary, in new words;
- answers in the form the task asks for — notes as notes, sentences as sentences.

Levels of achievement in this study are a school decision; your teacher will tell you how class tasks are judged.

Worked examples

Example 1 — scaffolded

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — staff notice.

Greenfield Garden Supplies — notice to all warehouse and shop staff

From Monday 2 November 2026, all supplier deliveries will be received at Roller Door 2 only, between 7.00 am and 9.00 am.

Deliveries must not be signed for at the front counter. Every delivery docket must be signed on the tablet app while the driver is still present. Dockets will no longer be accepted if they are left in the office tray.

The new system lets the office match every delivery to its order on the same day. Any delivery that arrives after 9.00 am will be turned away.

Priya Nair, Operations Manager

A delivery docket is the paper or electronic record that lists what a supplier has delivered.

Task. This notice never says what used to go wrong. What do the new rules suggest about the problems Greenfield Garden Supplies had with deliveries before this notice? Identify two clues from the notice and explain what each one suggests. (4 marks)

Working	Comment
Clue 1: “Dockets will no longer be accepted if they are left in the office tray.”	Step 1 — find a clue. Quote the exact words. A rule like this only exists because dockets used to be left in the tray.
This suggests that dockets left in the tray were lost, delayed or hard to match against orders.	Step 2 — say what the clue suggests. The new rule is designed to stop a problem, so that problem is the implied meaning.
Clue 2: “The new system lets the office match every delivery to its order on the same day.” This suggests that matching used to take longer than a day, or did not	Step 3 — find a second clue and a second suggestion. Two clues protect two marks: if one is rejected, the other

Working	Comment
always happen at all.	can still score.
Check: both suggestions rest on quoted words, and nothing in the notice contradicts them.	Step 4 — check before you finish. Every inference needs a clue from the text behind it. No clue, no mark.

The assembled response — what you would actually write:

The rules suggest that dockets left in the office tray were lost, delayed or hard to match against orders — the notice now refuses to accept dockets left in the tray and requires a signature on the app while the driver waits. The promise that the office can now “match every delivery to its order on the same day” suggests that matching used to be slower, or did not always happen.

(Word count: 70)

Example 2 — scaffolded

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — council notice.

Wattle Range Council — change to garden-waste collection

From 1 January 2027, garden-waste bins (green lid) will be collected every second week instead of every week. Recycling bins (yellow lid) and general-waste bins (red lid) keep their current schedule. On collection day, put your bins out by 6.00 am. Bins put out on the wrong week will not be emptied.

Residents with a lot of garden waste can buy a second green-lid bin from the Council office for \$60.00, or use the tip pass that comes with your rates notice.

A rates notice is the bill a council sends to property owners once a year.

Task. A neighbour asks you what this notice means for their bins. Explain the change in your own words, in two or three sentences. Your answer must carry the same information as the notice, and it must not copy the notice’s sentences. (3 marks)

Working	Comment
Points to carry: (1) green-lid bins every second week from 1 January 2027; (2) yellow and red bins unchanged; (3) wrong-week bins are not emptied.	Step 1 — list the points before you write. A paraphrase that drops a main point fails even when its wording is perfect.
From the start of 2027, your green-lid bin will be emptied once a fortnight instead of every week, so only put it out every second week.	Step 2 — say point 1 in new words. “Every second week” becomes “once a fortnight”, and the sentence changes shape as well.
Your yellow and red bins keep their current routine — only the garden waste changes. If the green bin goes out on the wrong week, it will be left full.	Step 3 — carry points 2 and 3 across too. “Will not be emptied” becomes “left full”: same meaning, different words.
Check: same meaning as the notice; no sentence copied; three sentences.	Step 4 — check the two paraphrase rules: meaning kept, words changed. A sentence copied from the notice costs the mark.

The assembled response — what you would actually write:

From the start of 2027, your green-lid bin will be emptied once a fortnight instead of every week, so only put it out every second week. Your yellow and red bins keep their current routine — only the garden waste changes. If the green bin goes out on the wrong week, it will be left full.

(Word count: 55)

Example 3 — unscaffolded

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — entry notice and fee table.

Bellbird Park Leisure Centre — pool entry, from 1 December 2026

Entry type	Fee
Casual adult (18 and over)	\$7.40
Casual child (under 18)	\$4.80
Concession — valid card must be shown at entry	\$5.20
10-visit adult pass	\$62.00

Conditions: a pass is for one named person only and cannot be shared. Concession entry is available only when staff see a valid card at entry. No cash refunds. The 50-metre pool may close without notice for swim squads, school swim carnivals or maintenance — check the noticeboard on the day.

A concession fee is a lower price for people who hold an approved card, such as a student or health care card.

Task. Answer parts a–c using the entry notice. (5 marks)

- What does the condition “for one named person only” mean for a family that wants to share one 10-visit pass? (1 mark)
- Dana is 20 years old and holds a valid concession card. What must she do to pay the \$5.20 fee, and what will happen if she arrives without the card? Use a clue from the notice in your answer. (2 marks)
- Explain in your own words why the notice tells visitors to “check the noticeboard on the day”. (2 marks)

Model response

- The pass cannot be shared. “One named person only” means that only the person whose name is on the pass may use it, so every family member who swims needs their own pass — or pays the casual fee.
- Dana must show her valid concession card at entry, every time she swims. If she forgets it, staff cannot see a card, so she will have to pay the casual adult fee of \$7.40 instead. The clue is the condition that concession entry “is available only when staff see a valid card at entry” — no card, no discount.
- The notice suggests that the pool can close at times that are hard to predict — for swim squads, school swim carnivals or maintenance — so a swimmer who checks only at home could travel there for nothing. The noticeboard is where same-day changes are posted, which is why visitors are told to check it on the day of their visit.

(Word count: 155)

Takeaway: conditions and small print are where implied meaning lives — every rule suggests what will happen when it is not met.

Example 4 — unscaffolded

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — newsletter item.

Northvale Community House — autumn news

Our Tuesday-morning woodworking course filled all fifteen places within four days of enrolments opening. Residents who missed out can add their name to the waitlist at the front desk. House Manager Ellen Ruiz thanked the volunteers who ran the open day, saying the turnout “exceeded our hopes”. The House has

asked the tutor whether a second class could run on weekday evenings in term three; a decision is expected before the mid-year break.

Task. Write a note-form summary of this item for a community noticeboard. Use no more than five notes. Notes are short phrases — full sentences are not needed. (5 marks)

Model response

- Woodworking (Tue am): all 15 places filled within 4 days
- Waitlist open at the front desk for residents who missed out
- Second class possible: weekday evenings, term 3 — tutor asked
- Decision expected before the mid-year break
- Manager thanked open-day volunteers — turnout “exceeded our hopes”

(Word count: 44)

Takeaway: note form strips a text down to its message — short phrases, key facts, nothing decorative.

Practice questions

Work through the scaffolded questions first. The unscaffolded questions that follow test the same skills with the helps removed.

Scaffolded

Question 1 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — course notice.

Northvale Community House — Introduction to Computers (Friday mornings)

All twelve places for this course have been filled, and a waitlist is open. If a place becomes free before the course starts on Friday 5 February 2027, waitlisted applicants will be phoned in the order they joined. A place is confirmed only when the enrolment form has been returned and the \$40.00 fee has been paid. The fee covers a workbook and eight sessions.

- a. State how many places the course has and what has happened to them. (1 mark)
- b. Complete this sentence to make an inference about the waitlist: “The waitlist rule suggests that some applicants ... because the notice says ...” (2 marks)
- c. State the two things an applicant must do before a place is confirmed. (1 mark)

Question 2 (3 marks)

Note: the sentences in this task are synthetic — they were written for this book and are not quoted from real documents.

Each sentence below comes from a workplace text. In sentence 1 the signal word is “may”: it warns the reader that cancellation is possible but not certain.

1. “The workshop may be cancelled at short notice in high winds.”
2. “Staff must wash their hands before returning to the shop floor.”
3. “However, the discount does not apply to items already reduced.”
4. “Unfortunately, the 3.00 pm Sunday service will not run this week.”

- a. For sentence 2, identify the signal word and state what it tells the reader. (1 mark)
- b. For sentence 3, identify the signal word and state what it warns is coming. (1 mark)
- c. For sentence 4, identify the signal word and state what it tells you about the news. (1 mark)

Question 3 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — passenger notice (extract).

Fernhill Coaches — timetable change from 20 November 2026

From Friday 20 November 2026, the weekday 6.42 am service from Fernhill to Kestrel Junction will leave ten minutes earlier, at 6.32 am. All other departures are unchanged. Passengers who hold a monthly ticket do not need to do anything. Passengers who booked a seat on the 6.42 am service for travel after 20 November will be moved to the new time automatically and will receive a text message.

- a. List the two main points of this notice. Point 1 is about the time; point 2 is about existing bookings. (2 marks)
- b. Explain the notice in your own words to a passenger who catches the 6.42 am bus. Write one or two sentences. Do not copy a sentence from the notice. (2 marks)

Question 4 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — clinic notice.

Lakeside Family Dental — appointment policy

Please arrive five minutes before your appointment time. If you arrive more than ten minutes late, your appointment may be shortened or moved to another day. Appointments cancelled with less than 24 hours’ notice will be charged a \$25.00 fee, except where the cancellation is due to illness or an emergency. Payment is taken on the day. Patients with private health extras cover should bring their membership card so the claim can be processed at the desk.

Private health extras cover is insurance that helps pay for services such as dental check-ups.

- a. The notice says the \$25.00 fee applies “except where the cancellation is due to illness or an emergency”. What does this exception suggest about how the clinic treats different cancellations? (2 marks)
- b. The notice tells patients to bring their membership card “so the claim can be processed at the desk”. What does this suggest will happen if a patient forgets the card? (2 marks)

Question 5 (3 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — council letter (extract).

Wattle Range Council — Sowerby Road roadworks

We regret to advise that the roadworks on Sowerby Road will continue for a further three weeks. We understand this has been a frustrating time for residents and shop owners, and we apologise for the longer delay. Unfortunately, wet weather in September meant the sealing crew could not work on several scheduled days. We appreciate your patience as we complete this important upgrade.

Complete these three notes about the letter. Use short phrases — full sentences are not needed.

- a. What has changed: _____ (1 mark)
- b. The reason given: _____ (1 mark)
- c. What the Council asks of residents: _____ (1 mark)

Question 6 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — workplace sign.

Greenfield Garden Supplies — chemical store

Authorised staff only.

Safety glasses and gloves must be worn at all times in this room.

All spills must be reported to the supervisor immediately, even if they have already been cleaned up.

- a. The sign says spills must be reported “even if they have already been cleaned up”. Complete this starter: “This phrase suggests that the supervisor needs to ...” (2 marks)
- b. Explain the rule “Authorised staff only” to a new worker in your own words. One sentence. (2 marks)

Un scaffolded

Question 7 (2 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — workplace memo.

To: all front-of-house staff, Bellbird Park Leisure Centre Date: 12 November 2026

The coffee kiosk will run reduced hours (8.00 am–2.00 pm) next week while the new espresso machine is installed. No hot drinks will be sold after 2.00 pm on those days. Cold drinks and packaged snacks will still be available from the vending area. The kiosk is expected to return to full hours from Monday 23 November.

- a. State one message the memo gives directly. (1 mark)
- b. State one message the memo only suggests, and give the clue you used. (1 mark)

Question 8 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — passenger notice.

Fernhill Coaches — lost property

Items found on buses are handed to the driver at the end of each service and taken to the Fernhill depot office. Lost property can be collected from the depot office between 9.00 am and 4.00 pm, Monday to Friday. Items are kept for 30 days; after that, unclaimed items are donated to a local charity. Valuables such as phones, wallets and jewellery are stored in the depot safe and must be collected in person with photo identification. Fernhill Coaches cannot post lost items and does not accept responsibility for items left on board.

A passenger lost her phone on a Sunday bus three weeks ago and wants it back.

- a. State two things she must do to collect the phone. (2 marks)
- b. What does the notice suggest about why photo identification is required for valuables? Give a clue from the notice in your answer. (2 marks)

Question 9 (2 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — email.

From: Priya Nair, Operations Manager, Greenfield Garden Supplies To: All staff Date: Thursday 12 November 2026 Subject: Timesheets this week — important

Hi team,

A reminder that timesheets are due by 4.00 pm tomorrow, Friday 13 November. Payroll is moving to a new system on Monday 16 November, so this week's cut-off is firm. Any timesheet received after 4.00 pm Friday will be paid in the following fortnight's run — there are no exceptions while the new system is set up. If the new system misses any of your hours after Monday, please tell me within three days so we can correct them.

Thanks, Priya

A timesheet is the form where staff record the hours they worked. Payroll is the system that works out and pays staff wages.

In the email, Priya writes that “this week's cut-off is firm”. What does the word “firm” tell staff about the 4.00 pm Friday deadline? (2 marks)

Question 10 (4 marks)

The Bellbird Park Leisure Centre entry notice from Example 3 is repeated below.

Stimulus — entry notice and fee table (repeated from Example 3).

Bellbird Park Leisure Centre — pool entry, from 1 December 2026

Entry type	Fee
Casual adult (18 and over)	\$7.40
Casual child (under 18)	\$4.80
Concession — valid card must be shown at entry	\$5.20
10-visit adult pass	\$62.00

Conditions: a pass is for one named person only and cannot be shared. Concession entry is available only when staff see a valid card at entry. No cash refunds. The 50-metre pool may close without notice for swim squads, school swim carnivals or maintenance — check the noticeboard on the day.

Give all dollar amounts correct to 2 decimal places.

- a. A school holiday program books entry for 3 adults and 4 children at the casual rates. What is the total entry cost? (2 marks)
- b. Tom is 19 years old and swims twice every week. Using the fee table, explain whether the 10-visit adult pass saves Tom money over his first five weeks of swimming. Include a dollar figure in your answer. (2 marks)

Question 11 (4 marks)

Read the extract from the Wattle Range Council letter in Question 5. Identify two words or phrases that show how the Council wants residents to feel, and explain what each one suggests. (4 marks)

Question 12 (2 marks)

The Lakeside Family Dental notice in Question 4 contains this rule: “Appointments cancelled with less than 24 hours’ notice will be charged a \$25.00 fee, except where the cancellation is due to illness or an emergency.”

Rewrite the rule in your own words for a new patient. One or two sentences. (2 marks)

Question 13 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — booking conditions.

Northvale Community House — room hire

Rooms can be booked by any community group. A booking form and a \$50.00 deposit confirm every booking. Cancellations made at least seven days before the event receive a full refund of the deposit; cancellations made inside seven days lose the deposit. Bookings made less than 48 hours before an event cannot be guaranteed, because rooms may already be booked and cleaning staff must be scheduled.

A community group phones the House at 9.00 am on Friday to book the hall for a market on Saturday morning — the next day. Explain two problems this booking may run into, and give a clue from the conditions for each. (4 marks)

Question 14 (4 marks)

Read the Greenfield Garden Supplies email in Question 9. Write a note-form summary of the email for a staff member who was away on Thursday. Use no more than four notes. (4 marks)

Question 15 (3 marks)

After reading the Fernhill Coaches lost-property notice in Question 8, a reader draws this conclusion: “If you lose something on a Fernhill bus, you will always get it back, as long as you phone the depot within 30 days.”

Is this conclusion fully supported by the notice? Justify your answer with two clues. (3 marks)

Question 16 (4 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — procedure card.

Greenfield Garden Supplies — opening procedure (shop floor)

1. Disarm the alarm using your personal code. Do not share your code with anyone, including other staff.
2. Switch on the front lights and the register. Check that the float tin matches the amount written on the handover sheet.
3. Walk the shop floor and look for spills, fallen stock or blocked aisles. Fix anything dangerous, or block it off, before the doors open.
4. Unlock the front door at 9.00 am. If you are running late, phone the assistant manager — the store must not open with only one staff member present.

The float tin holds the small amount of change the register starts with each day.

Write one short annotation beside each of these two rules, explaining what the rule suggests about the workplace.

- a. “Do not share your code with anyone, including other staff.” (2 marks)
- b. “The store must not open with only one staff member present.” (2 marks)

Question 17 (2 marks)

Who was the Lakeside Family Dental notice in Question 4 written for? Give one clue from the notice that supports your answer. (2 marks)

Question 18 (6 marks)

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Stimulus — newsletter item.

Northvale Community House — tool library opens

Northvale Community House has opened a tool library for local residents. Members can borrow hand tools and power tools for up to one week, free of charge, and may renew once if nobody else has reserved the tool. To join, residents visit the House with photo identification and proof of address, and complete a short safety form. Borrowers must be 18 or over. The library runs on donations: residents are welcome to drop off working tools they no longer need, but the House cannot accept damaged or unsafe items. In its first month, 84 residents joined and 213 tools were borrowed.

Write a summary of this item, in your own words, for a community bulletin board. Your summary must be 60–80 words and must cover what the library offers, how to join, and one condition of borrowing. (6 marks)

Answers

Must-include skeletons: short items list the elements a full-credit answer contains; the extended item states its route. Full model responses, with marker's notes, are in Fully-worked solutions.

Q1. *State (1).* Twelve places; all filled. *Suggests (2).* Some waitlisted applicants may never get a place; clue: applicants are phoned “if a place becomes free” — “if”, not “when”. *State (1).* Return the enrolment form; pay the \$40.00 fee.

Q2. *Identify + state (1 each).* **a.** “must” — washing hands is a rule with no choice in it. **b.** “However” — a limit or exception is coming: reduced items do not get the discount. **c.** “Unfortunately” — the news is bad for the reader: the service will not run.

Q3. *List (2).* The weekday 6.42 am service leaves at 6.32 am from Friday 20 November 2026; passengers with bookings after that date are moved to the new time automatically and receive a text. *Explain (2).* Both points in own words; no sentence copied.

Q4. *Suggests (2 each).* **a.** Not every cancellation is charged — illness or an emergency (things the patient cannot control) is treated differently from other cancellations. **b.** Without the card the claim cannot be processed at the desk — the patient pays the full amount on the day and claims it back from the health fund another way.

Q5. *Notes (1 each).* **a.** Roadworks continue three more weeks. **b.** Wet September weather — the sealing crew lost scheduled work days. **c.** Patience while the upgrade is finished.

Q6. *Suggests (2).* The supervisor needs to know about every spill, even cleaned-up ones — e.g. so the cause can be found, a record kept, or supplies replaced. *Explain (2).* e.g. “Only workers who have been given permission may go into the chemical store — being employed there is not enough on its own.”

Q7. *State (1).* Any directly stated message — reduced kiosk hours next week; no hot drinks after 2.00 pm on those days; cold drinks and packaged snacks still available. *State + clue (1).* Any implied message with its clue — e.g. the reduced hours are temporary (clue: “while the new espresso machine is installed”); the return to full hours is planned but not certain (clue: “is expected to”).

Q8. *State (2).* Attend the depot office in person between 9.00 am and 4.00 pm, Monday to Friday; bring photo identification. *Suggests (2).* The company wants to be sure a valuable goes back to its true owner — anyone could claim it otherwise; clue: the ID-and-safe rule applies only to valuables.

Q9. *Explain (2).* The deadline will not move and will not be bent for anyone — a late timesheet simply misses this week's pay; supported by “there are no exceptions”.

Q10. *Calculate (2).* \$41.40 ($3 \times \$7.40 = \$22.20$; $4 \times \$4.80 = \$19.20$). *Explain (2).* Ten swims in five weeks: casual would cost $10 \times \$7.40 = \$74.00$; the pass costs \$62.00, so Tom saves \$12.00 — and the one-named-person condition suits him because he swims alone.

Q11. *Identify + explain (4).* Any two of: “We regret to advise”; “we apologise for the longer delay”; “We appreciate your patience”; “this important upgrade” — each with what it suggests (sorry and taking responsibility; wanting residents to feel heard; asking residents to keep cooperating; asking them to see the result as worth the wait).

Q12. *Rewrite (2).* Own words; keeps both parts — cancelling with less than a day's notice costs \$25.00; no fee where illness or an emergency causes the cancellation.

Q13. *Explain (4).* Any two problems, each with a clue — the booking cannot be guaranteed (made less than 48 hours ahead); the hall may already be booked; cleaning staff are not scheduled for Saturday; the form and \$50.00 deposit are needed immediately; a late cancellation would lose the deposit.

Q14. *Notes (4).* Four notes — timesheets due 4.00 pm Friday 13 November, no exceptions; payroll moves to the new system Monday 16 November; a late timesheet is paid in the following fortnight's run; report any missed hours to Priya within three days.

Q15. *Judge (1) + justify (2).* Not fully supported. Any two clues — collection is in person at the depot and items cannot be posted, so phoning is not a route; valuables need photo identification; the company “does not accept

responsibility for items left on board”, so getting an item back is never promised; unclaimed items are donated after 30 days.

Q16. Annotate (2 each). **a.** Codes are personal so every alarm entry can be tracked to one person — the workplace cares about security and about who is responsible for what. **b.** Opening alone is treated as unsafe — robbery or accident risk; staff safety ranks above opening on time.

Q17. Identify (1) + clue (1). Patients of the clinic (present and future). Clue: “your appointment”; the arrival, cancellation and payment rules; or “patients with private health extras cover”.

Q18. Summarise (6). Route: own words; 60–80 words; covers what the library offers, how to join, and one borrowing condition; no copied sentences. Plan: offer → joining steps → condition → (optional) first-month numbers. Model in Fully-worked solutions.

Fully-worked solutions

Question 1 (4 marks)

State means give the exact detail, briefly. *Suggests* asks for an inference — what the words point to without saying it directly.

a. The course has twelve places, and all twelve have been filled.

b. The waitlist rule suggests that some applicants may never get a place at all, because the notice says waitlisted applicants will be phoned “if a place becomes free” — “if”, not “when”, so a free place is possible but not promised. (*Word count: 40*)

c. Return the enrolment form and pay the \$40.00 fee.

Marker’s note: part b needs both halves — the inference and the clue. An inference with no clue from the notice scores 1 of 2.

Common errors: treating the waitlist as a promised place; quoting the whole notice instead of the one phrase that carries the clue.

Question 2 (3 marks)

Identify means name the word; each part also asks what the word does for the reader.

a. “must” — washing hands is compulsory; it is a rule, not a choice.

b. “However” — it warns that a limit or exception is coming: items already reduced do not get the discount.

c. “Unfortunately” — it tells the reader the news is bad for them: the Sunday service will not run this week.

Other fully creditable answers: any wording that names the signal word and gives a warning that fits the sentence.

Question 3 (4 marks)

List means give the points, briefly. *Explain in your own words* asks for a paraphrase — the same message in new words.

a. Point 1: the weekday 6.42 am service from Fernhill to Kestrel Junction leaves at 6.32 am from Friday 20 November 2026. Point 2: passengers who already booked a seat on that service for travel after 20 November are moved to the new time automatically and receive a text message. (*Word count: 49*)

b. “Your morning bus is leaving ten minutes earlier — at 6.32 instead of 6.42 — from 20 November. If you already booked a seat, the company will move you across and text you, so you do not need to do anything.” (*Word count: 39*)

Marker’s note: part b must carry both main points; a paraphrase that drops the booking point scores 1 of 2.

Common errors: copying a sentence from the notice; giving the new time without saying what changed.

Other fully creditable answers: part b — any wording that carries both points without copied sentences.

Question 4 (4 marks)

Suggests asks for an inference. In each part the clue is already identified for you — your job is the meaning behind it.

a. The exception suggests that the clinic does not charge every cancellation. A cancellation caused by illness or an emergency — things the patient cannot control — is treated differently from one made for any other reason, which is charged. (*Word count: 37*)

b. It suggests the claim can only be processed when the card is there. A patient who forgets the card would pay the full amount on the day and claim the money back from their health fund later, by another route. (*Word count: 40*)

Marker's note: each part must stay inside what the notice supports — use words like “suggests” and “could”, not “the clinic always”.

Common errors: adding facts the notice does not give (such as “the receptionist will ring the health fund”); answering part a with the stated rule instead of the meaning behind it.

Other fully creditable answers: part b — any consequence that follows from the claim not being processable at the desk.

Question 5 (3 marks)

Notes means short phrases — full sentences are not needed.

a. Roadworks continue three more weeks.

b. Wet weather in September — sealing crew lost scheduled work days.

c. Patience while the upgrade is finished.

Marker's note: part c also accepts “to be patient”, “to keep cooperating” or “to understand”.

Common errors: full sentences where notes were asked for; copying a whole sentence from the letter.

Question 6 (4 marks)

Suggests asks for an inference. *Explain in your own words* asks you to say what the rule means for the worker.

a. This phrase suggests that the supervisor needs to know about every spill, not only the ones still on the floor — so the workplace can work out why spills keep happening, keep a safety record, or replace clean-up supplies. (*Word count: 38*)

b. Only workers who have been given permission may go into the chemical store — being employed at Greenfield is not enough on its own. (*Word count: 23*)

Marker's note: part a needs a reason grounded in the sign; “because the sign says so” repeats the rule and scores 0.

Common errors: part b copied straight from the sign.

Other fully creditable answers: part a — any plausible purpose for recording cleaned-up spills (finding causes, keeping records, replacing supplies, checking the spill was cleaned properly).

Question 7 (2 marks)

State means give the detail briefly. Part b asks for implied meaning plus its clue.

a. The kiosk will run reduced hours — 8.00 am to 2.00 pm — next week.

b. The reduced hours are only temporary. Clue: the memo says the hours change “while the new espresso machine is installed” — a one-job time frame, not a permanent change. (*Word count: 28*)

Other fully creditable answers: part a — “no hot drinks will be sold after 2.00 pm on those days” or “cold drinks and packaged snacks remain available”. Part b — “the return to full hours is planned but not guaranteed” (clue: “is

expected to”); “the writer expects people to be inconvenienced” (clue: hot drinks stop, and alternatives are pointed out).

Question 8 (4 marks)

State means give the exact detail. *Suggests* asks for an inference with its clue.

a. She must attend the Fernhill depot office in person, between 9.00 am and 4.00 pm, Monday to Friday; and she must bring photo identification, because a phone is a valuable kept in the depot safe. (*Word count: 35*)

b. The notice suggests the company is concerned that the wrong person might claim a valuable. Without a check, anyone who asked for a lost phone could take it. The clue is that identification and safe storage are required only for “valuables such as phones, wallets and jewellery”, not for every lost item. (*Word count: 52*)

Marker’s note: part a — at three weeks she is inside the 30-day window, so timing does not block her; the two required actions are attending in person and bringing photo identification.

Common errors: part a — “phone the depot” (the notice offers collection only, and items cannot be posted); part b — an inference with no clue quoted.

Question 9 (2 marks)

What does the word tell asks for the meaning carried by one word choice.

“Firm” tells staff that the deadline will not move and will not be bent for anyone: a timesheet that misses 4.00 pm Friday will simply wait for the following fortnight’s pay run. The email backs the word up — “there are no exceptions while the new system is set up”. (*Word count: 49*)

Marker’s note: 1 mark for the meaning (the deadline will not change), 1 mark for tying it to what happens to a late timesheet or to the “no exceptions” support.

Common errors: defining “firm” as “strict” without saying what that means for staff on Friday.

Question 10 (4 marks)

Calculate means work out the figure and show the steps. *Explain* means give the reasoning with a figure.

a. $3 \times \$7.40 = \$22.20$; $4 \times \$4.80 = \$19.20$. Total: $\$22.20 + \$19.20 = \$41.40$ — correct to 2 decimal places (the total is exact, so no rounding is needed).

b. In five weeks Tom swims 10 times ($2 \text{ per week} \times 5$). At casual rates that is $10 \times \$7.40 = \$74.00$. The 10-visit pass costs \$62.00, so the pass saves Tom $\$74.00 - \$62.00 = \$12.00$ over the five weeks. The pass also suits Tom because it is for one named person — he swims alone and uses every visit himself. (*Word count: 56*)

Marker’s note: part b needs the comparison figures and the outcome (the pass saves money); the one-named-person check earns credit as the condition that makes the pass fit Tom’s situation.

Common errors: comparing one week instead of five; not noticing that the pass covers exactly ten visits.

Question 11 (4 marks)

Identify means name the words or phrases; *explain* means say what each one suggests. Any two of the following (1 mark per identification, 1 mark per explanation):

- “We regret to advise” and “we apologise for the longer delay” — formal apology wording. It suggests the Council wants residents to feel heard: the letter admits the delay is bad news and accepts responsibility rather than blaming the weather alone. (*Word count: 40*)
- “We appreciate your patience” — it suggests the Council wants residents to feel valued and to keep cooperating; their patience is treated as a contribution the Council is thankful for. (*Word count: 29*)
- “this important upgrade” — it suggests the Council wants residents to see the finished road as worth the wait, so the extra weeks feel easier to accept. (*Word count: 26*)

Marker’s note: two phrases identified with no explanation caps the score at 2.

Common errors: naming phrases without saying what the Council wants residents to feel; listing four phrases and explaining none.

Other fully creditable answers: “We understand this has been a frustrating time” — the Council wants residents to feel understood.

Question 12 (2 marks)

Rewrite in your own words asks for a paraphrase — the same rule in new words.

“If you cancel with less than a day’s notice, you will be charged \$25.00 — unless you are sick or have an emergency.” (*Word count: 22*)

Marker’s note: both parts must survive: the fee condition (less than 24 hours’ notice) and the exception (illness or an emergency). A copied sentence scores 0 even when it is the right sentence.

Other fully creditable answers: any wording that keeps both parts in new words — e.g. “No fee applies if you cancel 24 hours or more ahead, or if illness or an emergency forces the cancellation; otherwise a late cancellation costs \$25.00.”

Question 13 (4 marks)

Explain means give the problem and the clue behind it. Any two of the following (1 mark per problem, 1 mark per clue):

- The booking may not be accepted at all. The conditions say bookings made “less than 48 hours before an event cannot be guaranteed” — a Saturday-morning booking made on Friday morning is well inside 48 hours, and the hall may already be booked. (*Word count: 42*)
- Even if a room is free, the group must produce the booking form and the \$50.00 deposit immediately to confirm it — and cleaning staff will not have been scheduled for a Saturday-morning market at such short notice. (*Word count: 37*)
- If the market has to be cancelled later at short notice, the group loses the deposit: cancellations inside seven days are not refunded. (*Word count: 23*)

Marker’s note: each problem needs its clue from the printed conditions.

Common errors: problems invented beyond the conditions (such as “the House is closed on Saturdays” — nothing says so).

Other fully creditable answers: any two problems grounded in the conditions.

Question 14 (4 marks)

Note-form summary means short phrases carrying the main points — full sentences are not needed.

- Timesheets due 4.00 pm Friday 13 November — no exceptions
- Payroll moves to the new system Monday 16 November
- Any late timesheet is paid in the following fortnight's run instead
- Hours the new system misses: tell Priya within three days

(Word count: 39)

Marker's note: 1 mark per note, to a maximum of 4; any four main points in any order.

Common errors: summarising the greeting or sign-off instead of the message; missing the force of “no exceptions”.

Question 15 (3 marks)

Justify means support your judgement with clues from the text.

The conclusion is not fully supported. Any two of the following clues (1 mark for the judgement, 1 mark per clue, to a maximum of 3):

- The notice never offers a phone route: lost property is collected “from the depot office” in person, and “Fernhill Coaches cannot post lost items” — so phoning gets the item back to nobody. (Word count: 32)
- “Does not accept responsibility for items left on board” means getting an item back is never promised — an item may never have been found or handed in at all. (Word count: 29)
- Even within 30 days, a valuable must be collected in person with photo identification, and after 30 days unclaimed items are donated — so “always ... within 30 days” overstates what the notice offers. (Word count: 32)

Marker's note: the words that break the conclusion are “always” and “phone”: the notice offers collection, not return by phone, and accepts no responsibility.

Common errors: judging the conclusion as supported because the 30-day figure does appear in the notice — the number is right but the method and the promise are not.

Question 16 (4 marks)

Annotate means write a short note beside the rule saying what it means or suggests.

a. Codes are personal so that every alarm entry can be tracked to one person — if a code were shared, nobody could say who opened the store. The rule suggests the workplace cares about security and about who is responsible for what. (Word count: 41)

b. Opening the store alone is treated as unsafe — a staff member on their own risks robbery, or an accident with nobody to help. The instruction to phone the assistant manager instead suggests that staff safety ranks above opening on time. (Word count: 40)

Marker's note: each annotation needs the suggested meaning, not a restatement of the rule.

Common errors: repeating the rule in the annotation; inferring beyond the card (such as “there have been robberies” — nothing states that).

Question 17 (2 marks)

Who was it written for asks you to infer the readers from clues in the text.

The notice was written for patients of the clinic — people who have, or will book, appointments. A clue: it speaks directly to “your appointment” and gives rules for arriving, cancelling and paying that only matter to someone attending the clinic; the line about “patients with private health extras cover” names the readers directly. (*Word count: 53*)

Marker’s note: 1 mark for the readership, 1 mark for a clue from the notice.

Other fully creditable answers: “people booked into Lakeside Family Dental, including new patients” — with any clue from the arrival, cancellation, payment or extras-cover wording.

Question 18 (6 marks)

Summarise in your own words asks for a shortened version carrying the required points, with no copied sentences. Route: the summary is judged on coverage (what the library offers, how to join, one borrowing condition), accuracy (nothing added or changed), own words (no copied sentences), and the 60–80-word window.

Model response:

Northvale Community House now runs a free tool library. Residents aged 18 or over can borrow hand tools and power tools for up to one week, and can extend the loan once if the tool has no other reservation. To join, bring photo identification and proof of address to the House and complete a short safety form. The library runs on donated tools: working ones are welcome, but items in poor or dangerous condition will be turned away.

(*Word count: 78*)

Marker’s note: the word window is a condition of the task — a summary of 55 or 95 words misses it. The borrowing condition may be the one-week limit, the renew-once rule, or the 18-and-over rule.

Common errors: copied sentences; added opinion (“this is a great idea”); missing one of the three required elements.

Other fully creditable answers: any summary inside the word window that covers the three required elements; the first-month numbers are optional.

Chapter 1 Reading and navigating informational, organisational and procedural texts — 1D Key elements of specific complex texts

Theory

A shopping list, a text message, a movie poster — these are simple texts. You read them once and you know what they say. Adults also have to deal with longer, more formal texts: safety reports, health clinic notices, hire and membership agreements, workplace procedures, tax forms and written advice. The study design for this subject calls this kind of material technical content. Its Unit 3 introduction says that, in this part of the course, students build the confidence to handle the range of technical content that adults meet — safety reports, public health campaigns, tax forms and written advice, contracts, promotional videos, and texts from workplaces and vocational settings.

This section is built on the study design’s key knowledge dot point about the key elements of specific complex texts (Unit 3, Area of Study 1). It teaches you what the key elements are, how to find them in any single document, and how to explain why each one matters to the reader.

Working definitions. The study design uses the phrase “key elements of specific complex texts” but does not define it. This book treats the *key elements* of a text as the parts that carry the information a reader needs in order to use the text safely and correctly. A *complex text* is a text with one or more of these features: specialised words, formal or legal language, a layered structure, or content where the reader’s money, safety or rights depend on getting it right. Every question in this section can be answered on these definitions alone.

What makes a text complex?

A text is complex when one or more of these features is present:

- **Specialised words.** Technical, legal or workplace terms that a general reader may not know — for example “spotter”, “bond”, “concession” or “supersedes”.
- **Formal or legal language.** In an agreement or contract, words carry legal force. Small words like *must*, *may* and *unless* change what the reader has to do.
- **A layered structure.** The text is long, uses numbered clauses or steps, and one part may depend on another part.
- **Content where something is at stake.** The reader’s money, safety or rights depend on understanding the text correctly.

A single text can have several of these features at once. A workplace safety notice has specialised words, and safety is at stake. A membership agreement has legal language, and money is at stake.

The eight key elements

When you read a *specific* complex text — one document in front of you — these eight elements carry the meaning. Learn the question each element answers.

Key element	The question it answers	Signals and where to look
1 Purpose	What is this text trying to do?	The title; the opening lines; doing verbs such as <i>tells</i> , <i>warns</i> , <i>sets out</i> , <i>instructs</i>
2 Audience	Who is the text written for?	The word “you”; labels such as <i>member</i> , <i>borrower</i> , <i>staff</i> , <i>resident</i> ; who is included and who is turned away
3 Main points	What are the most important pieces of information?	Headings; repeated words; the first sentence of each paragraph
4 Defined and technical terms	Which words carry a special meaning here?	“means”, “refers to”; words in bold or CAPITALS; explanations in

Key element	The question it answers	Signals and where to look
5 Obligations and entitlements	What must the reader do? What is the reader allowed to have or do?	brackets <i>must, must not, required to; may, can, entitled to</i>
6 Numbers and dates that matter	Which numbers carry costs, limits or deadlines?	\$ amounts, %, temperatures, times; <i>by, within, until, no later than</i> ; issue dates, version numbers, “replaces” and “supersedes” lines
7 Exceptions and exclusions	When does the rule not apply?	<i>unless, except, only, does not cover, not accepted, cannot</i>
8 Action and contact	What does the reader do next, and who do they ask?	The closing section; phone numbers, email addresses, named officers; deadlines

The words in the table are the metalanguage (the special vocabulary) of this section. In plain terms:

- An **obligation** is something you must do.
- An **entitlement** is something you have a right to have or do. A text may say you “may” do it or that you are “entitled to” it.
- A **defined term** is a word the text itself gives a special meaning to. When a text says a word “means” something, that meaning beats the everyday meaning.
- An **exception** is a case where the rule does not apply. An **exclusion** is something the text deliberately does not cover, accept or provide.
- An **annotation** is a short note that names the important parts of a text and shows why they matter.

Element 6 also tells you whether the text is *current* — that is, whether it is still the one in force. A line such as “Version 3”, “issued 12 August 2026”, “reviewed each year” or “this notice replaces [...]” tells the reader which text to trust. An old safety notice or a replaced procedure can be dangerous to follow.

Signal words

Key elements often announce themselves. Watch for these small words:

- **Definition markers** — *means, refers to, is defined as*. The text is giving a word its own special meaning.
- **Obligation words** — *must, required to, shall* (something has to happen); *must not, may not, not permitted* (something is banned).
- **Permission and entitlement words** — *may, can, entitled to* (an allowed choice or a right).
- **Condition words** — *if, unless, provided that, subject to* (the rule works only in some cases).
- **Exclusion words** — *does not cover, except, excludes, not accepted* (cases the text rules out).
- **Deadline words** — *by, within, no later than, until* (dates and times that bind).

What tasks ask you to do

Tasks on key elements use a small set of command words:

- **State** — give the answer briefly, in exact words.
- **Identify** — find it and name it.
- **Explain** — make clear how or why; give reasons.
- **List** — give items one by one.
- **Calculate** — use the numbers in the text to find an answer, showing your working.

A typical task gives you one complex text and asks you to identify some of its key elements — the purpose and audience, a defined term, the obligations, a deadline, an exception — and to explain why each one matters to the reader. Some tasks apply the text to a short scenario: a person who wants to cancel, a booking, a refund. Some tasks ask for an annotation of the whole text.

How marks are earned

Almost every full-mark answer in this section makes the same three moves:

1. **Name the element exactly.** Purpose, obligation, deadline, exclusion — use the right label.
2. **Support it with the text's own words.** A short quotation or a pointer to the clause is stronger evidence than your own wording alone.
3. **Connect it to the reader.** What could the reader get wrong, miss, or have to do? This is where the second mark of a two-mark “explain” answer usually lives.

Strategy. Read a complex text in three passes. Pass 1: source and date — who wrote this, when, and is it still current? Pass 2: skim (read quickly for the gist — the title, the headings, the first and last lines) to predict what is coming. Pass 3: scan (search quickly for one particular word) for the element the task asks about — for example, hunt “must” for obligations, or “unless” for exceptions. Take notes as you read: write key words, not sentences.

Watch out. Topic is not purpose. “This text is about hall hire” is the *topic* — the subject. “This text tells people who want to hire the hall what conditions they are agreeing to” is the *purpose* — what the text is trying to do. A purpose answer uses a doing verb: tells, warns, instructs, sets out, advises.

Watch out. The “unless” trap. A reader who stops at the rule misses the exception. “Cancellations made 7 or more days before the booking receive a full refund” sounds like good news — until you reach the line about cancellations made less than 7 days before. Always look for the second half: *unless, except, does not apply, not accepted*.

Watch out. Everyday meaning is not defined meaning. When a text says a word *means* something, use the text's meaning. “Borrower” might mean “any member who signs out a tool” in one document, and “only the person who signed the form” in another. Never assume — find the definition.

Watch out. Not every number is a key number. A complex text can carry dozens of numbers. The key numbers are the ones that bind the reader: costs, deadlines, limits, and amounts the reader has to meet.

Watch out. Do not answer a key-elements task with layout features. Naming the contents page or the page numbers tells the marker where information sits. The key elements are the information itself: what the text says, requires and promises.

Worked examples

Example 1 — scaffolded

Task. Read the safety notice below.

- a. State the purpose of this notice. (1 mark)
- b. Identify one thing a visitor to Yard 2 must do. (1 mark)

c. Explain why the line “This notice replaces Safety Notice 26-02” matters to a worker. (2 marks)

Stimulus — Bellbird Warehousing: safety notice (extract).

BELLBIRD WAREHOUSING — SAFETY NOTICE 26-07

From 1 September 2026, all pedestrians in the Yard 2 area must wear a high-visibility vest and safety boots at all times. Forklifts operate in this area between 6:00 am and 6:00 pm, Monday to Friday.

Pedestrians must not enter the lane marked “Plant Only” at any time.

Visitors must sign in at the front desk and must be accompanied by a Bellbird staff member while in Yard 2.

Any worker who sees a forklift moving without a spotter (a second person who watches for danger) must report it to the shift supervisor the same day.

This notice replaces Safety Notice 26-02. Questions: Priya Nair, Workplace Safety Officer.

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working	Comment
First read. Writer: Bellbird Warehousing. Text type: a safety notice. Applies from: 1 September 2026.	Step 1 — Before the details, answer three questions: who wrote this, what kind of text is it, and when does it apply? The text type already predicts the purpose: a safety notice sets rules that keep people safe.
Plan for part a. The notice gives rules for Yard 2: what to wear, where not to walk, who must be accompanied, what to report. So its job is to set out the new safety rules for people in Yard 2.	Step 2 — Purpose means what the text is trying to <i>do</i> . Collect what the text actually does, then say it in one line. Rule words such as <i>must</i> and <i>must not</i> point straight at the purpose.
Answer a (draft). The purpose of this notice is to tell workers and visitors the safety rules that apply in Yard 2 from 1 September 2026.	Step 3 — A one-mark “state” answer needs one clear sentence: what the text does, plus who it does it to. Notice the doing verb “to tell” — a purpose answer is a doing statement, not a topic label.
Scan for part b. Looking for “visitor” — found: “Visitors must sign in at the front desk and must be accompanied by a Bellbird staff member while in Yard 2.”	Step 4 — Scanning means searching quickly for one particular word. The task says “visitor”, so scan for that word and read its sentence closely. Obligation answers hide next to <i>must</i> .
Answer b (draft). A visitor must sign in at the front desk. (A visitor must also be accompanied by a Bellbird staff member while in Yard 2.)	Step 5 — The task asks for one thing, so give one thing, with the action copied exactly. Both answers here would earn the mark — choose the one you can quote most cleanly.
Plan for part c. “This notice replaces Safety Notice 26-02” → the old notice is no longer current. A worker still following 26-02 could be following rules that have been cancelled.	Step 6 — A “replaces” line is the currentness element: it tells the reader which text is in force. For 2 marks, identify that point <i>and</i> explain the effect on the reader — what could go wrong if it is ignored?
Answer c (draft). That line tells workers that this notice is the current one, and that Safety Notice 26-02 no longer applies. A worker who follows the old notice may break the new rules in Yard 2, which puts them and others at risk.	Step 7 — Check the answer against the marks: two marks, two moves — the fact (this is the current notice) and the consequence (old rules could be unsafe). Before moving on, re-check that every answer quotes words that are really in the text.

Example 2 — scaffolded

Task. Read the community health notice below.

a. Identify the audience for this notice and give two clues from the text. (2 marks)

b. The notice states one thing the service does *not* do. Identify it and explain why that statement matters to a reader. (2 marks)

Stimulus — Rivergum Community Health: walk-in skin check day (extract).

RIVERGUM COMMUNITY HEALTH — WALK-IN SKIN CHECK DAY

Saturday 7 November 2026, 9:00 am – 1:00 pm, Rivergum Neighbourhood Hall, 12 Creek Street.

Free skin checks by nurse practitioners for adults aged 18 years and over who live in the Rivergum district. No appointment needed. Bring photo identification and a list of any medicines you take.

People with a spot or mole that has recently changed shape or colour will be seen first. Children, and visitors from outside the district, cannot be seen on this day.

The hall has step-free access. Park in the lot behind the hall; the Creek Street spaces are reserved for the clinic van.

This service does not diagnose (give a medical name to) skin cancer. Anyone who needs further checks will be referred to their own doctor.

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Working	Comment
First read. Writer: Rivergum Community Health. Text type: a notice about a community health event. When: Saturday 7 November 2026.	Step 1 — As always: who wrote it, what kind of text is it, and which dates matter? Audience means who the text is written for.
Plan for part a — hunt the clues. Who can use this service? “adults aged 18 years and over who live in the Rivergum district”. Who is turned away? “Children, and visitors from outside the district, cannot be seen on this day.”	Step 2 — When the audience is not announced as “this notice is for [...]”, hunt clues: who is let in, and who is left out. Exclusion lines are clues too — they narrow the audience.
Answer a (draft). The audience is adults aged 18 years and over who live in the Rivergum district. Clue 1: the notice says the checks are “for adults aged 18 years and over who live in the Rivergum district”. Clue 2: it says children and visitors from outside the district cannot be seen.	Step 3 — Two marks: name the audience, then give the two clues. Quote the notice’s own words — a copy beats a rewording.
Scan for part b. Looking for what the service will <i>not</i> do — found: “This service does not diagnose (give a medical name to) skin cancer.”	Step 4 — Scan for negative wording: <i>does not, cannot, will not, not accepted</i> . In a health notice, a “what we do not do” line is there to stop readers expecting something they will not get.
Answer b (draft). The notice says the service does not diagnose skin cancer. This matters because a reader with a worrying spot might believe one visit will tell them whether they have cancer. The notice makes it clear that further checks with the reader’s own doctor may be needed.	Step 5 — For “explain why it matters”, put yourself in the reader’s shoes: what might they wrongly expect, and how does this line correct it? Two marks: the identification (1) plus the effect on the reader (1).

Example 3 — unscaffolded

Task. Read the rental agreement extract below. Identify three key elements of this agreement and explain why each one matters to a person about to hire equipment. (6 marks)

Stimulus — Trailhead Gear Hire: rental agreement (extract).

TRAILHEAD GEAR HIRE — RENTAL AGREEMENT (EXTRACT)

3. Hire period. Equipment is hired for the period shown on the receipt. Late returns are charged at one extra day’s rate for each day, or part-day, that the item is overdue.

4. Deposit. A \$50 deposit is held for each item. The deposit is refunded within 10 business days of return, provided the item is returned clean and undamaged.

5. Damage. The hirer must report any damage, even minor damage, before returning the item. Damage reported after return may be charged in full to the hirer.

6. Use. Equipment must not be used for commercial purposes, and must not be taken outside Victoria, without written permission.

7. Weather. Trailhead may cancel a hire and refund all fees if a severe weather warning is in place for the hire area.

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Model response

Three key elements of this agreement are the obligations it places on the hirer, the numbers that carry costs and deadlines, and the exception that changes the rules in bad weather.

First, the obligations. The hirer must report any damage before returning an item, and must not use equipment commercially or take it outside Victoria without written permission. These matter because a hirer who misses them could be charged in full for damage they meant to report, or could break the agreement without knowing.

Second, the numbers. The \$50 deposit is refunded within 10 business days, and a late return costs one extra day's rate for each day or part-day. A hirer who knows these numbers can plan the return on time and check that the deposit comes back.

Third, the exception. Trailhead may cancel the hire and refund all fees when a severe weather warning is in place. A hirer who reads this knows their money is protected if the weather turns.

Together, these elements tell the hirer what they must do, what the hire costs, and what happens when plans change.

(Model response — 183 words.)

Takeaway: key elements are the load-bearing parts of a text. For a six-mark answer, take three elements and give each the same treatment: name it, quote the words that carry it, and say what the reader could get wrong without it.

Example 4 — unscaffolded

Task. Read the monthly safety report extract below. Explain what this report tells a Copperline worker to do, and by when. Refer to two key elements in your answer. (4 marks)

Stimulus — Copperline Electrical: monthly safety report (extract).

COPPERLINE ELECTRICAL — MONTHLY SAFETY REPORT, SEPTEMBER 2026 (EXTRACT)

Incidents recorded this month: 1 near miss (an event that could have hurt someone but did not), 0 injuries, 2 hazards (things that could cause harm) reported and fixed.

The near miss was on 3 September: a step ladder slipped on wet ground at the Armadale site. No one was hurt. Site rules require a spotter (a second person who watches for danger) whenever a ladder is used above 2 metres, and no spotter was present.

This is the third month in a row with zero recorded injuries.

Actions: all ladders at the two depot sites to be checked for worn feet by 31 October 2026. The spotter rule will be re-read at every Monday toolbox talk (a short team safety meeting) during October.

Prepared by J. Okoye, Safety Officer, 2 October 2026. Next report due 2 November 2026.

Note: this example uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Model response

This report gives every Copperline worker one action with a deadline and one rule to follow.

The first key element is the actions list and its date: all ladders at the two depot sites must be checked for worn feet by 31 October 2026. A worker who checks a ladder after that date has not met the deadline the report sets.

The second key element is the obligation behind the near miss: site rules require a spotter whenever a ladder is used above 2 metres. The report says this rule will be re-read at every Monday toolbox talk during October, so each worker must attend and follow it.

The report's numbers explain why this matters. One near miss and zero injuries looks like good news, but a near miss is a warning: the ladder slipped with no spotter present, and next time someone could be hurt.

(Model response — 146 words.)

Takeaway: a workplace report is not just news. Find the action, find the deadline, and find the rule behind them — those are the elements that tell a reader what to do.

Practice questions

Every document in this section is synthetic. Answer in full sentences unless a frame or a table is given.

Scaffolded

Stimulus A is used for Questions 1–3.

Stimulus A — Ironbark Tool Library: loan terms (extract).

IRONBARK TOOL LIBRARY — LOAN TERMS

In these terms, the word “borrower” means any member who signs out a tool.

1. Members may borrow up to three tools at a time, for up to seven days.
2. Borrowers must show a current membership card to collect a tool.
3. Borrowers must return tools clean and in working order. A tool returned dirty attracts a \$5 cleaning fee.
4. A loan may be renewed once, in person or by phone, if no other member has reserved the tool.
5. The library does not lend petrol-powered tools to members under 18 years of age.
6. Lost or damaged tools are charged at the replacement price shown in the library's price list.
7. Opening hours: Tuesday and Thursday 4:00 pm – 7:00 pm, Saturday 9:00 am – 12:00 pm.

These terms were adopted at the March 2026 general meeting and are reviewed once a year.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 1 (1 mark)

State the purpose of the loan terms.

Use this frame: The purpose of the loan terms is to tell _____.

Question 2 (2 marks)

The loan terms define one word.

- a. Identify the word. (1 mark)
- b. Copy the words of its definition. (1 mark)

Steps: 1. Scan the terms for the word “means”. 2. The word just before “means” is the defined term. 3. Copy everything after “means” to the end of the sentence.

Question 3 (2 marks)

Identify two things a borrower must do.

Use this frame: One thing a borrower must do is _____. A second thing is _____.

Hint: scan for the word “must”.

Stimulus B is used for Questions 4–6.

Stimulus B — Riverbend Bakery: standard operating procedure (extract).

RIVERBEND BAKERY — SOP 12: DOUGH PROOFER

An SOP (standard operating procedure) is the written set of steps for doing a job the same way every time. A proofer is a warm, humid (steamy) cabinet used to raise shaped dough before baking.

SOP 12 applies to all bakery staff and to trainees working under supervision.

Step 1. Check the water tray is filled to the MAX line. Never operate the proofer with an empty tray.

Step 2. Set the temperature to 32 °C and the timer to 45 minutes. Dough left in the proofer for more than 60 minutes must be discarded, not baked.

Step 3. The door surface reaches 48 °C during operation. Use the door handle only. Report any fault tag to the shift baker before using the machine.

Step 4. After use, turn the proofer off at the wall, leave the door open, and log the clean-down in the kitchen diary.

Version 3, issued 12 August 2026. Supersedes (takes the place of) Version 2.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 4 (1 mark)

Who is SOP 12 written for? Copy the words of the SOP that give the answer.

Use this frame: SOP 12 is written for _____.

Question 5 (2 marks)

Identify two numbers in SOP 12 and state what each number tells a staff member. Complete the table.

Number	What it tells a staff member
_____	_____
_____	_____

Question 6 (2 marks)

Step 2 of SOP 12 says that dough left in the proofer for more than 60 minutes “must be discarded, not baked”.

a. What does this rule require staff to do? (1 mark)

b. Explain why it matters that this rule is written down, rather than left for each staff member to decide. (1 mark)

Use this frame: The rule requires staff to _____. It matters because _____.

Un scaffolded

Stimulus C is used for Questions 7–9.

Stimulus C — Westline Community Bus: service change notice (extract).

WESTLINE COMMUNITY BUS — SERVICE CHANGE NOTICE

From Monday 2 November 2026, the Tuesday and Friday market run to Dalton Junction departs Merriwa Street at 8:45 am — fifteen minutes earlier than the current timetable. All other runs are unchanged.

Passengers who hold a term pass may keep using it under the new timetable. Cash fares rise to \$4.50 from 2 November. Concession card holders continue to pay \$2.50.

The on-demand evening service will be suspended from Tuesday 10 November 2026 until further notice, while a new driver is recruited. Bookings already accepted for dates before the suspension still stand. The office will telephone every on-demand passenger by Friday 30 October 2026 to confirm arrangements.

New timetable cards are available at the office and at the library. For help with connections, call 5550 1200.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 7 (2 marks)

- a. State the purpose of this notice. (1 mark)
- b. Identify the audience for this notice. (1 mark)

Question 8 (2 marks)

A passenger holds an accepted booking on the on-demand evening service for Thursday 5 November 2026. What does the notice say will happen to that booking, and by when will the passenger hear from the office?

Question 9 (2 marks)

Identify two phrases in this notice that carry a special meaning for Westline, and explain what a reader who does not know them might get wrong.

Stimulus D is used for Questions 10–12.

Stimulus D — Peakside Fitness: membership agreement (extract).

PEAKSIDE FITNESS — MEMBERSHIP AGREEMENT (EXTRACT)

5. Fees. Membership is billed monthly at the rate shown on the joining form. Fees may change once per calendar year, with 30 days' written notice to the member.

6. Cancellation. A member may cancel at any time by completing the cancellation form at the front desk. Email cancellations are not accepted.

7. Early exit fee. A member inside a 12-month term who cancels early pays an early exit fee of 12.5% of the remaining balance, plus a \$10 administration fee.

8. Medical. Peakside staff may not give medical advice. Members with a health condition should speak to a doctor before starting a program.

9. Suspension. A membership may be suspended for up to 8 weeks per year for travel or injury. A suspended member keeps their original joining rate.

Version 2.1 — June 2026.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 10 (2 marks)

State the one way a member can cancel their membership, and explain why sending an email is not enough.

Question 11 (2 marks)

Identify two limits this agreement places on what a member can do or get.

Question 12 (3 marks)

Dana is inside her 12-month term and decides to cancel early. Her remaining balance is \$137. The early exit fee is 12.5% of the remaining balance, plus a \$10 administration fee. Calculate the total amount Dana pays to cancel, correct to 2 decimal places.

Stimulus E is used for Questions 13–15.

Stimulus E — Hartley Heights Community Centre: hall hire conditions (extract).

HARTLEY HEIGHTS COMMUNITY CENTRE — HALL HIRE CONDITIONS (EXTRACT)

Hire fee: \$120 for up to four hours, including set-up and pack-down time. A \$50 bond is returned within 5 business days if the hall is left clean and undamaged.

Cancellations made less than 7 days before the booking forfeit the hire fee. Cancellations made 7 or more days before the booking receive a full refund.

Maximum capacity: 80 people seated, 120 standing. These limits are set by the building's fire certificate and cannot be varied.

Hirers must supervise children at all times. The servery (the counter where food is prepared and served) may not be used unless a food handler is present.

Music must end by 10:00 pm. The hall is available seven days a week, except public holidays and the two days each January reserved for maintenance.

Bookings: office@hartheights.example or 5550 4300. Quote the booking reference shown on your confirmation.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 13 (2 marks)

Identify two numbers in the hall hire conditions and state what each number tells a person who wants to hire the hall.

Question 14 (4 marks)

List four key elements that are present in this extract. For each element, give one word or figure from the text as evidence. Write your answer as an annotation: name the element, then quote the evidence.

Question 15 (2 marks)

Anh books the hall for Saturday 19 December 2026. On Tuesday 15 December 2026, Anh cancels the booking. (In these conditions, to *forfeit* the fee means to lose it.) Will Anh's hire fee be refunded? Explain your answer using the words of the conditions.

Stimulus F is used for Questions 16 and 17.

Stimulus F — Greenhedge Garden Care: ride-on mower safety sheet (extract).

GREENHEDGE GARDEN CARE — RIDE-ON MOWER SAFETY SHEET (EXTRACT)

Before starting: walk the area and remove stones, wire and toys. Check the fuel level while the engine is cold. Never open the fuel cap while the engine is hot.

Slopes: mow up and down slopes of 10 degrees or steeper — never across them. Do not mow any slope above 15 degrees.

Passengers: this machine carries one person only. Children must stay 10 metres away while the machine is running.

Clothing: closed boots, long pants and hearing protection are required. Loose clothing must not be worn near moving parts.

If the blades jam: turn the engine off, remove the key, and wait for all movement to stop before clearing the blockage.

This sheet is for Greenhedge staff and for customers collecting a hired machine.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 16 (3 marks)

A student says, "The topic of this safety sheet is mower safety."

- a. State the purpose of this safety sheet. (1 mark)
- b. Explain the difference between the topic of a text and the purpose of a text. Use the student's sentence and your answer to part a as your examples. (2 marks)

Question 17 (2 marks)

Identify two audience groups for this safety sheet, and give one clue from the sheet for each group.

Stimulus G is used for Question 18.

Stimulus G — Lakeside Veterinary Clinic: after-surgery care sheet (extract).

LAKESIDE VETERINARY CLINIC — AFTER-SURGERY CARE SHEET (EXTRACT)

Your pet had surgery today. For the next 10 days:

- Keep your pet quiet, and keep it indoors overnight. Short leads only — no running free.
- No baths and no swimming until the stitches come out, at the 10-day check.
- Offer water tonight. Offer a small meal only if your pet is fully awake. Some pets refuse food for 24 hours after an anaesthetic (the medicine that puts an animal to sleep for surgery) — this is normal.
- Check the wound twice each day. Redness, swelling, discharge (fluid leaking from the wound) or a bad smell means you should telephone the clinic at once.
- Your pet must wear the plastic cone whenever you cannot watch it. Licking the wound can reopen it.
- Give pain relief exactly as the label directs. Never give human medicines unless this clinic tells you to — they can be fatal to pets.

The clinic is open 8:30 am – 6:00 pm on weekdays. After hours, telephone 5550 8811 and follow the recorded message.

Note: this task uses a synthetic document — it was written for this book and is not a real organisational, government or business document.

Question 18 (6 marks)

Write an annotation of this after-surgery care sheet for a classmate who has never had a pet before. Your annotation must cover the six elements below. One mark is awarded for each element that is supported by the care sheet's own words.

- purpose
- audience
- two obligations placed on the owner
- one warning or exception
- the numbers that matter
- what to do if the wound looks infected

Write about 150 words.

Answers

- Q1. State (1).** <the purpose — to set out the rules members must follow when borrowing tools from the library>.
- Q2. Identify and copy (2).** “borrower”; <“any member who signs out a tool”>.
- Q3. Identify (2).** ; .
- Q4. Identify (1).** <all bakery staff, and trainees working under supervision>.
- Q5. Complete the table (2).** Any two of: <32 °C — the temperature to set the proofer to>; <45 minutes — the time to set the timer to>; <60 minutes — the limit, after which dough must be discarded>; <48 °C — how hot the door surface gets>.
- Q6. Explain (2).** <throw the dough out — do not bake it>; .
- Q7. State and identify (2).** Purpose: <to tell passengers about changes to services and fares from 2 November 2026>; audience: .
- Q8. Identify (2).** <the booking still stands — it is before the suspension starts on 10 November>; <the office will telephone the passenger by Friday 30 October 2026>.
- Q9. Identify and explain (2).** Any two of: <“term pass”>; <“market run”>; <“concession card holders”>; <“on-demand”>; <“suspended until further notice”> — each with .
- Q10. State and explain (2).** ; <email cancellations are “not accepted”, so an emailed cancellation does not end the membership or the monthly billing>.
- Q11. Identify (2).** Any two of: ; ; <suspension is limited to 8 weeks per year>; <the fee may change once per calendar year with 30 days’ notice — it is not locked forever>.
- Q12. Calculate (3).** <\$27.13 — 12.5% of \$137 = \$17.125, which rounds to \$17.13; plus the \$10 administration fee>.
- Q13. Identify and state (2).** Any two of: <\$120 — the hire fee for up to four hours>; <\$50 — the bond>; <5 business days — the time allowed to return the bond>; <7 days — the cancellation cut-off for a refund>; <80 seated / 120 standing — the maximum numbers allowed>; <10:00 pm — when music must end>; <the two January days — when the hall is closed for maintenance>.
- Q14. List (4).** Any four key elements, each with evidence, for example: <purpose (“Hall Hire Conditions”)>; <audience (“Hirers must supervise children [...]”)>; <numbers (“\$120”, “\$50”, “7 days”)>; <obligations (“must supervise children”)>; <exceptions (“unless a food handler is present”; “except public holidays”)>; <action and contact (“office@hartheights.example or 5550 4300”)>.
- Q15. Explain (2).** ; <15 December is 4 days before 19 December — “less than 7 days before the booking” — so the hire fee is forfeited>.
- Q16. State and explain (3).** Purpose: ; difference: <topic = the subject the text is about; purpose = what the text is trying to do>, applied to <“mower safety” and the purpose answer>.
- Q17. Identify (2).** ; — each with .
- Q18. Extended response (6).** Route: one mark for each of the six required cover points — ; ; ; ; — each supported by the care sheet’s own words. Plan skeleton: label the element → quote the sheet → one plain sentence for a first-time pet owner. See the fully-worked solution for the model.

Fully-worked solutions

Command words used in this section: *state* — give briefly, in exact words; *identify* — find and name; *explain* — make clear how or why, with reasons; *list* — give items one by one; *calculate* — find the answer using the numbers in the text, showing working.

Question 1 (1 mark)

The purpose of the loan terms is to tell members the rules they must follow when they borrow tools from the library.

Marker's note: a purpose needs a doing verb (“to tell”, “to set out”). “It is about borrowing tools” names the topic and does not earn the mark.

Question 2 (2 marks)

a. “Borrower”.

b. “any member who signs out a tool”.

Marker's note: a defined term carries the text's own meaning, not the everyday meaning. Part **b** needs the exact words that follow “means” — copying beats rewording.

Question 3 (2 marks)

Two things a borrower must do:

- show a current membership card to collect a tool (clause 2)
- return tools clean and in working order (clause 3)

Common errors: giving a permission instead of an obligation — “may borrow up to three tools” and “may be renewed once” say what a member *can* do, not what a member *must* do.

Question 4 (1 mark)

SOP 12 is written for all bakery staff and for trainees working under supervision. The words are: “SOP 12 applies to all bakery staff and to trainees working under supervision.”

Marker's note: “staff” alone misses the trainees. The audience is both groups, and the copied words must be exact.

Question 5 (2 marks)

Number	What it tells a staff member
32 °C	the temperature to set the proofer to
45 minutes	the time to set the timer to

Other fully creditable answers: 60 minutes — the limit; dough left longer must be discarded, not baked. 48 °C — how hot the door surface gets, which is why only the handle may be touched. Version 3 — the current version of the SOP, issued 12 August 2026. Any two numbers with a correct “what it tells” line.

Common errors: listing a number with no explanation of what it controls. Each mark needs the number *and* what it tells the staff member.

Question 6 (2 marks)

a. The rule requires staff to throw the dough out. They must not bake it.

b. Writing the rule down makes every staff member do the same thing. No one has to guess whether over-proofed dough is still good enough to sell — the text decides once, for everyone.

Marker's note: part **b** credits any sensible reason a *written* rule beats *personal judgement*: consistency, safety, training new staff, or no arguments about borderline cases.

Question 7 (2 marks)

a. The purpose of the notice is to tell Westline passengers about changes to services and fares that start on 2 November 2026.

b. The audience is people who travel on Westline Community Bus services — especially passengers who use the market run and the on-demand evening service.

Marker's note: part a needs a doing verb and the starting date. Part b: “everyone” is too broad; the notice speaks to its passengers — term pass holders, cash fare payers, concession card holders and on-demand passengers.

Question 8 (2 marks)

The booking still stands. The service is suspended only from Tuesday 10 November 2026, and the notice says bookings already accepted for dates before the suspension still stand — 5 November is before 10 November. The office will telephone the passenger by Friday 30 October 2026.

Marker's note: one mark for what happens to the booking, one mark for the date the passenger will hear by.

Common errors: saying “the booking is cancelled” because the service is suspended, without checking the suspension start date against the booking date.

Question 9 (2 marks)

Two examples:

- “Term pass” — a ticket bought for a fixed period of time. A reader who does not know the phrase might think they need to buy new tickets when the timetable changes; the notice says the term pass keeps working.
- “On-demand” — a service a passenger books when they need it, rather than one that runs on a fixed timetable. A reader who does not know the phrase might look for on-demand times on the timetable card and find none.

Other fully creditable answers: “market run” — the Tuesday and Friday service to Dalton Junction; a reader might think it is a trip to a shopping centre. “Concession card holders” — people with a card that lets them pay the lower \$2.50 fare; a reader without one might think \$2.50 is the fare for everyone. “Suspended until further notice” — stopped, with no end date announced; a reader might think it means “running late”. Any two phrases, each with a sensible misunderstanding.

Question 10 (2 marks)

The one way to cancel is to complete the cancellation form at the front desk. An email is not enough because clause 6 states plainly that “Email cancellations are not accepted” — so a member who cancels by email has not actually cancelled, and the monthly billing continues.

Marker's note: the explanation must use the “not accepted” wording and its consequence — the membership, and the fees, keep running.

Question 11 (2 marks)

Two limits on the member:

- a member cannot cancel by email (clause 6)
- a member cannot get medical advice from Peakside staff (clause 8)

Other fully creditable answers: suspension is limited to 8 weeks per year (clause 9); the member's fee is not locked forever — it may change once per calendar year with 30 days' written notice (clause 5). Any two limits, each tied to the agreement.

Question 12 (3 marks)

Early exit fee = 12.5% of \$137 = $0.125 \times 137 = \$17.125$.

Correct to 2 decimal places: \$17.13 (the third decimal digit is 5, so the second decimal digit rounds up — this book rounds 5 up).

Administration fee = \$10.00.

Total = \$17.13 + \$10.00 = **\$27.13**.

Dana pays \$27.13 to cancel.

Marker's note: one mark for the percentage step, one mark for the correct rounding to 2 decimal places, one mark for the total. A response that rounds once at the end ($\$17.125 + \$10 = \$27.125 \rightarrow \$27.13$) earns full marks too.

Common errors: writing \$17.12 — when the next digit is exactly 5, round up; and forgetting the \$10 administration fee.

Question 13 (2 marks)

Two numbers and what each tells a hirer:

- \$120 — the hire fee, which covers up to four hours including set-up and pack-down time
- 7 days — the cancellation cut-off that decides whether a hirer receives a refund or forfeits the fee

Other fully creditable answers: \$50 — the bond, returned within 5 business days if the hall is clean and undamaged; 80 seated / 120 standing — the maximum number of people allowed, set by the fire certificate and not able to be changed; 10:00 pm — the time music must end; 5 business days — how long the bond takes to come back; the two January days — when the hall is closed for maintenance. Any two numbers, each with a correct explanation.

Question 14 (4 marks)

Four key elements, each with evidence from the text. For example:

- **Purpose** — to set out the conditions a hirer agrees to when booking the hall. Evidence: the title, “Hall Hire Conditions”.
- **Numbers that matter** — “\$120”, “\$50”, “7 days”, “80 people seated, 120 standing”, “10:00 pm”. Any one figure with what it controls.
- **Obligations** — “Hirers must supervise children at all times.”
- **Exceptions and exclusions** — cancellations less than 7 days before the booking forfeit the fee; the servery may not be used “unless a food handler is present”; the hall is unavailable on public holidays.
- **Action and contact** — “office@hartheights.example or 5550 4300”, and “Quote the booking reference shown on your confirmation”.

Marker's note: each mark needs an element *and* its evidence word or figure from the text. Four element names with no evidence do not show the reading, and earn at most one mark.

Other fully creditable answers: audience — people hiring the hall (“hirers”, “your confirmation”); main points — fees, bond, cancellation, capacity limits. Any four elements with valid evidence.

Question 15 (2 marks)

No — Anh will not receive a refund. From Tuesday 15 December to Saturday 19 December is 4 days, and the conditions state that “Cancellations made less than 7 days before the booking forfeit the hire fee”. Four days is less than 7, so the hire fee is forfeited — Anh loses it.

Marker’s note: one mark for the correct decision, one mark for the explanation that uses the conditions’ own words and counts the days.

Common errors: matching the word “cancellation” to the refund sentence without checking the 7-day cut-off, or counting the days from the wrong date.

Question 16 (3 marks)

a. The purpose of the safety sheet is to tell Greenhedge staff and hiring customers the rules for using a ride-on mower safely, so that no one is injured.

b. The topic of a text is the subject it is about — here, “mower safety”, as the student said. The purpose is what the text is trying to *do* with that subject — here, it instructs readers in safety rules: clear the area before mowing, handle slopes a set way, carry no passengers, wear the right clothing, and follow set steps if the blades jam. Knowing the topic tells you what the text is about; knowing the purpose tells you what the text wants the reader to do.

Marker’s note: part **b** needs both halves — one mark for stating the difference (subject vs what the text does), one mark for applying it to the two examples.

Question 17 (2 marks)

Group 1: Greenhedge staff. Clue: the sheet is written as workplace rules — “required”, “must not” — and it carries the business name in its title.

Group 2: customers collecting a hired machine. Clue: the final line says the sheet is “for customers collecting a hired machine”, and the sheet explains basics such as removing stones and toys, which suits readers who are not trained operators.

Marker’s note: each group needs a clue from the sheet. The final line names both groups; a content clue (the rule wording, the plain explanations) also earns the mark.

Question 18 (6 marks)

Extended response. Route to the marks: one mark for each of the six cover points — purpose; audience; two obligations; one warning or exception; the key numbers; the action if the wound looks infected — each supported by the care sheet’s own words. Plan: label each element, quote the sheet, then add one plain sentence for a first-time pet owner.

Model response (annotation):

Purpose. The care sheet tells a pet owner how to look after a pet in the 10 days after surgery, so the wound heals safely.

Audience. Any Lakeside client taking a pet home after surgery — the sheet explains words like “anaesthetic”, so no veterinary knowledge is assumed.

Obligations (two). The owner must keep the pet quiet, indoors overnight, and on short leads only. The owner must also make the pet wear the cone whenever the pet cannot be watched — “licking the wound can reopen it”.

Warning. “Never give human medicines unless this clinic tells you to — they can be fatal to pets.”

Key numbers. 10 days of care; check the wound “twice each day”; food may be refused for “24 hours”; the clinic is open “8:30 am – 6:00 pm” on weekdays.

Action if the wound looks infected. “Redness, swelling, discharge [...] or a bad smell means you should telephone the clinic at once.” After hours, telephone 5550 8811.

(Model response — 162 words.)

Marker’s note: the six marks map one-to-one onto the six bullets in the task. Each mark needs the element named *and* words from the sheet behind it; a point with no traceable support loses its mark.

Common errors: retelling the care sheet in its own order instead of annotating it element by element; missing the “action” point because it sits inside a bullet rather than under a heading.

Other fully creditable answers: any of the six cover points may use different evidence from the sheet — for example, the obligations point may use the cone rule and the “no baths and no swimming” rule, and the warning point may use the “never give human medicines” line or the “keep it indoors overnight” line — as long as each element carries the sheet’s own words.