

Vocational Major Literacy Units 3 & 4

Chapter 2 — Structures and features of informational, organisational and procedural texts

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Chapter 2 Structures and features of informational, organisational and procedural texts — 2A Structures and features of reports, tax forms and advice, and insurance forms

Theory

What this section covers. This section looks at three families of texts that most adults meet at work and in everyday life:

- **reports** — texts that present the results of a check, review or investigation;
- **tax forms and tax advice** — documents that collect your tax details, and letters that explain what to do about tax;
- **insurance forms** — documents you fill in to arrange insurance or to make a claim.

The Unit 3 study design lists what you need to learn (Area of Study 1 key knowledge): the structures and features of texts of different kinds — reports, tax forms and advice, insurance forms, plus community charters and promotional texts.

This section covers the first three families in that list. Community charters and promotional texts are covered later in this chapter.

One rule before we start. Every document printed in this section was written for this book. The businesses, people, numbers and rules inside them are invented. Nothing in this section is real tax, insurance or legal advice.

The chapter's three kinds of text

This chapter is about informational, organisational and procedural texts.

- An **informational** text gives you information. A workplace safety report is informational.
- An **organisational** text comes from an organisation — a business, a government office or a community group — or helps you deal with one. A tax details form from your employer is organisational.
- A **procedural** text shows how to do something, step by step. The instruction line on a form (“Complete every section, then sign”) is procedural.

Most real documents mix all three kinds. The claim form later in this section gives information, comes from an organisation, and tells you the steps to follow.

Structure and features: the two key words

A **text** is any piece of writing produced to communicate with a reader.

The **structure** of a text is how it is organised: the parts it has, and the order they come in. For example, the structure of a short report might be: title, summary, findings, recommendations.

The **features** of a text are the things you can see on the page: headings, numbered sections, tables, tick boxes, bold labels, lines to write on, signature spaces.

A **convention** is the usual, expected way of doing something in a kind of text. For example, putting the date near the top of a formal letter is a convention. Conventions are not laws, but readers rely on them — and a text that breaks them is harder to use.

Watch out. Structure and features are not the same thing. Structure is the big picture (the parts and their order). Features are the smaller signals on the page. Check which one a question asks for before you answer.

Strategy. Before you read a document word by word, skim its headings — headings let you predict what each part will contain. Then scan for bold labels and numbers when you need one detail quickly. *Skim* = read fast for the main idea. *Scan* = look for one particular thing.

Family 1 — reports

A **report** is a text that presents the results of a check, review or investigation so that the reader can make a decision. Workplaces run on reports: safety inspections, equipment checks, reviews of a problem, proposals for a change.

Most workplace reports share a common structure:

1. **Title** — says what the report is about, and often where it comes from.
2. **To / From / Date block** — says who the report is for, who wrote it, and when.
3. **Summary** — a short section near the start that gives the main points. A busy reader should be able to get the result from the summary alone.
4. **Findings** — what the check or investigation showed. Findings are usually numbered (2.1, 2.2, 2.3) and supported by evidence.
5. **Conclusion** — what the findings add up to.
6. **Recommendations** — what the writer thinks should be done next, listed and numbered.
7. **Appendix** (plural: appendices) — extra material at the end, such as a full list of data, that would make the main report too long.

Not every report uses these exact names. Some reports call the summary an “overview” and the recommendations “next steps”. The structure is the job each part does, not the label on it.

Features to look for in a report:

- headings and sub-headings;
- numbered sections and numbered points;
- tables, lists, and sometimes photographs;
- a neutral, factual **tone** — tone is the attitude carried by the writing. A neutral tone uses exact, calm wording (“four of the twenty drill bits were missing”) instead of emotional wording (“bits keep disappearing!”);
- precise details — dates, names, counts and measurements;
- **evidence** — something that shows a statement is true, such as a measurement, a receipt or a photograph.

Watch out. Findings and recommendations are different parts. A finding says what *is* (“the guard was loose”). A recommendation says what *should be done* (“tighten the guard”). Mixing the two up is the most common way to answer the wrong question.

Family 2 — tax forms and tax advice

A **tax** is money that people and businesses must pay to the government. In Australia, the government office that collects tax is the Australian Taxation Office (ATO). Most working adults deal with tax every year. Tax documents come in two kinds: forms that collect information, and advice that explains what to do.

Tax forms. A tax form is a document with set spaces for you to fill in. Each space is called a **field** — a labelled spot for one piece of information, such as “Full name: _____”. Because every copy of a form has the same fields in the same order, the organisation receiving it can process thousands of forms quickly.

Tax forms vary, but most share these structural parts and features:

- **sections with letter or number labels** (Section A, Section B, ...), each covering one topic;
- **field labels in bold**, with a blank line or box beside each;
- **tick boxes** for yes/no answers;
- **help notes** that explain tricky fields — for example, “Your TFN is your personal number from the Australian Taxation Office”;
- **an instruction line** near the top, such as “Complete every section in block letters” (block letters are separate capital letters);
- **a declaration** at the end — a formal statement that the information given is true and complete;

- **signature and date** — a form is usually not valid until it is signed.

The biggest tax form is the **tax return** — the form used to report a year's tax. A tax return typically asks about your **income** (money you have earned) and your **deductions** (amounts the tax rules allow you to claim, which can lower the tax you pay). A new-staff tax form from an employer asks for your **tax file number (TFN)** and your residency details so the business can **withhold** (hold back) the right amount of tax from your pay.

Tax advice. Tax advice is a text that explains what a person should do about tax. It often comes as a letter from a **tax agent** — a person or business qualified to prepare tax returns and give tax advice. A **registered** tax agent is officially listed with the government, which is a protection for clients.

A tax advice letter usually has this structure:

1. **letterhead** — the practice's name and contact details at the top;
2. **date**;
3. **greeting** ("Dear Ava");
4. **subject line** — a bold line saying what the letter is about, so the reader can see its purpose at a glance;
5. **body** — the advice, usually in short numbered points;
6. **plain-English summary** — the advice said again in everyday words ("In short: keep every receipt ..."). Plain English means ordinary words that a non-expert can understand;
7. **next steps and contact details** — what to do if the reader needs help;
8. **sign-off** ("Yours sincerely") with the writer's name and role.

Features to look for: the subject line, numbered points, bold key words, the plain-English summary, a friendly but professional tone, and a named sender with their role.

Watch out. Forms and advice letters do different jobs. A form *collects* information from you in a fixed order. An advice letter *explains* — it tells you what to do and why. When a question asks about purpose, start from that difference.

Strategy. Advice letters can contain unfamiliar words. Circle each one as you read, and look for the plain-English restatement — a good advice letter explains its own **jargon** (jargon = the special words used by one group of people).

Family 3 — insurance forms

Insurance is an arrangement that spreads the cost of bad luck. You pay a regular amount to a company, and the company agrees to pay the costs if certain things happen — a car accident, a house fire, stolen tools. The key words:

- the **insurer** is the company providing the insurance;
- the **policy** is the agreement: what is covered, for how much, and under what conditions;
- the **policyholder** is the person who holds the policy;
- the **premium** is the regular amount the policyholder pays to keep the policy going;
- **cover** is the protection the policy provides — the events and items it includes;
- a **claim** is a request for the insurer to pay for something that has happened;
- the **excess** is the amount the policyholder pays first on a claim. The insurer pays the rest.

Watch out. In everyday English, "excess" means "too much of something". On an insurance form it means one precise thing: the first part of a claim that you pay yourself. If a repair costs \$1,200.00 and the excess is \$500.00, the insurer pays \$700.00.

There are two main kinds of insurance form:

- an **application form** (or quote form), filled in *before* you have the policy. It asks about you, what you want to insure, and how much cover you want. The insurer uses it to set your premium. A **quote** is a statement of the price the insurer would charge;
- a **claim form**, filled in *after* something has happened.

A claim form usually has this structure:

1. **policy number and policyholder details** — so the insurer can find the right policy;
2. **incident details** — the date, the place, and a description of what happened;
3. **items claimed** — a small table listing each item and its amount;
4. **attachments checklist** — tick boxes listing the evidence needed, such as receipts, photographs, or a police report number;
5. **excess statement** — a reminder of the amount that will be deducted from any payment;
6. **declaration, signature and date.**

Features to look for: the policy-number field, tick boxes, the “all fields must be completed” instruction, tables of amounts, the declaration in bold, and the signature line.

Watch out. On a claim form, accuracy protects you. A blank field, a wrong date or a missing receipt can delay a claim — or get it refused. The form usually warns you about this in its instruction line. Read the instructions before the fields.

Why structures and features matter

People read reports, tax forms and insurance forms because they have a job to do: make a decision, send a form in, or get paid for a loss. Structure and features make that job possible:

- a predictable structure means you know where to look — recommendations near the end of a report, the declaration at the end of a form;
- features act as signals — bold labels show where to write, tick boxes show what to attach, a subject line shows what a letter is about;
- conventions build trust — a document that looks right is easier to check and harder to fake.

Once you know what each family looks like, a document you have never seen before still has a shape you can predict: find the family, predict the structure, scan for the features.

Command terms used in this section

Command term	What it asks you to do
identify	name it or point it out
state	give it briefly, without explanation
describe	say what something is like; give its characteristics
explain	make clear how or why — give reasons
annotate	add short notes that label or comment on parts of a text
calculate	work out a number from the information given

Worked examples

Example 1 — scaffolded

Task. Read the report extract below.

- a. Identify two features of the report’s structure. (2 marks)

b. Explain how each of your two features helps the reader. (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 — Machine guard inspection report (extract).

Ironbark Engineering — Monthly machine guard inspection report

To: R. Alvarez, Workshop Supervisor

From: J. Petrov, Safety Officer

Date: 12 March 2026

1 Summary

Nine machines were checked on 10 March 2026. Two machines need work before they are used again.

2 Findings

2.1 The guard on the pedestal grinder (machine 4) was loose. The guard moved 6 mm when pushed by hand.

2.2 The guard on the bandsaw (machine 2) was missing one bolt.

2.3 The emergency stop on the press brake (machine 7) worked correctly.

3 Recommendations

3.1 Take machine 4 out of service and tighten the guard.

3.2 Replace the missing bolt on machine 2 before Friday 20 March 2026.

Working	Comment
Command terms: <i>identify</i> = name; <i>explain</i> = say how or why. Two features plus two benefits = 4 marks.	Step 1. Read the task first. The command terms tell you what kind of answer is wanted, and the marks tell you how much to write.
Plan — parts I can see: To/From/Date block; numbered sections (1, 2, 3); headings; a summary near the start; recommendations at the end.	Step 2. Skim the headings and list what the document actually shows before you choose. Structure = the parts and their order.
a. Two features of the report's structure are the numbered sections and the summary near the start.	Step 3. For <i>identify</i> , naming is enough. Name both features in one clear sentence.
b. The summary helps the reader because the supervisor can see the main result at once, without reading the whole report.	Step 4. For <i>explain</i> , connect each feature to a benefit for the reader: feature, then what the reader gets from it.
The numbered sections help the reader because they show the order of the report and make it easy to jump to section 3, the recommendations.	Step 5. Explain the second feature the same way — one clear benefit each.
Check: two features named; two benefits explained; the answer fits 4 marks.	Step 6. Always check the finished answer against the command terms and the marks.

Assembled response. a. Two features of the report's structure are the numbered sections and the summary near the start. b. The summary helps the reader because the supervisor can see the main result at once, without reading the whole report. The numbered sections help the reader because they show the order of the report and make it easy to jump to section 3, the recommendations.

(Model response: 63 words)

Example 2 — scaffolded

Task. Tom Kesler has just been hired at Ironbark Engineering. His manager gives him the form below.

a. State one thing Tom writes in Section A. (1 mark)

b. Identify the section where Tom writes his tax file number. (1 mark)

c. Explain why the form's instruction line says "Complete every section". (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 — New staff tax details form (extract).

Ironbark Engineering — New staff tax details form

Complete every section in block letters (separate capital letters). Give the form to your manager before your first shift.

Section A — Personal details

Full name: _____

Date of birth: ____/____/____ Address: _____

Section B — Tax file number

Tax file number (TFN): _____

Your TFN is your personal number from the Australian Taxation Office.

Section C — Residency

Are you an Australian resident for tax purposes? Yes [☐] No [☐]

Section D — Declaration

I declare that the information I have given is true and complete.

Signature: _____ Date: ____/____/____

Working

Comment

Command terms: *state* = give briefly; *identify* = name; *explain* = give reasons. Three parts, 4 marks in total.

Plan — scan the bold labels: Section A personal details; Section B tax file number; Section C residency; Section D declaration and signature.

a. One thing Tom writes in Section A is his full name.

b. Section B.

c. The instruction line says "Complete every section" because the business cannot use a form with gaps. It needs every section — including Tom's TFN — to withhold the right amount of tax from his pay.

Check: three parts answered; each answer matches its command term; two reasons given for part c.

Step 1. Check each part's command term — part a wants a short answer, part c wants reasons.

Step 2. On a form, scan the bold labels and the section letters first. Do not read it word by word.

Step 3. *State* means give the answer briefly. Any Section A field is fine here — "date of birth" or "address" would also earn the mark.

Step 4. *Identify* means name it. Section B's label says "Tax file number".

Step 5. *Explain* means give reasons. Ask yourself: what goes wrong if a section is left blank?

Step 6. Check your answer against the parts and the marks before you move on.

Assembled response. a. One thing Tom writes in Section A is his full name. b. Section B. c. The instruction line says "Complete every section" because the business cannot use a form with gaps. It needs every section — including Tom's TFN — to withhold the right amount of tax from his pay.

(Model response: 49 words)

Example 3 — unscaffolded

Task. Ava Tran runs a candle stall at Riverside Market. She receives the letter below.

a. Identify the intended audience of this letter. (1 mark)

b. Explain how two features of the letter help that audience. (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 — Tax advice letter (extract).

Northgate Tax Services

14 Ellery Street, Harbourview · phone (03) 5550 1122

2 September 2026

Dear Ava

About your records for the Riverside Market stall

You asked how to keep your tax records in order. Here is our advice.

1 Keep every receipt for stock and materials in one folder, sorted by month.

2 Use a separate bank account for stall money. Do not mix it with personal spending.

3 At the end of each month, write down your total sales and your total costs.

In short: keep receipts, keep business money separate, and total up each month.

If you would like help setting this up, phone us on the number above.

Yours sincerely

H. Okafor, Registered Tax Agent

Model response.

a. The intended audience is Ava Tran — a market stall owner who is not a tax expert.

b. The subject line, “About your records for the Riverside Market stall”, tells Ava what the letter is about at a glance, so she can see straight away that it matters to her business. The “In short” summary restates the three numbered points in plain words, so Ava can remember what to do even if the details of tax records are new to her.

(Model response: 81 words)

Takeaway: the features of an advice letter — subject line, numbered points, plain-English summary — all do one job: they make expert information usable by a non-expert.

Example 4 — unscaffolded

Task. Someone broke into Jack Morrow’s locked garden shed and stole two power tools. Jack fills in the claim form below.

a. Identify two features of the form that help Wattle Range Insurance process the claim accurately. (2 marks)

b. Explain why the form asks Jack to attach receipts and photos. (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 — Home contents claim form (extract).

Wattle Range Insurance — Home contents claim form

All fields must be completed. A claim with missing information will be delayed.

Policy number: _____ Policyholder: _____

Date of incident: ____/____/____ Place of incident: _____

Describe what happened (continue on a separate sheet if needed):

Items claimed:

Item 1 _____ Amount \$ _____

Item 2 _____ Amount \$ _____

Attach: [] receipts or proof of purchase [] photos of damage [] police report number (if items were stolen)

Excess on this policy: \$500.00. The excess is deducted from any claim payment.

I declare that the details above are true and complete.

Signature: _____ Date: ____/____/____

Model response.

a. Two features that help the insurer are the instruction line “All fields must be completed”, which tells Jack that a claim with gaps will be delayed, and the policy number field, which lets Wattle Range find Jack’s policy and check what his cover includes.

b. The receipts and photos are evidence. The receipts show what the tools cost, so the insurer pays the right amount. The photos of the broken-in shed, with the police report number, help show that the theft really happened — so honest claims can be paid and false ones can be caught.

(Model response: 96 words)

Takeaway: every part of a claim form is there to keep the claim accurate and complete — accuracy is what gets a claim paid quickly.

Practice questions

Scaffolded

Question 1 (3 marks)

Read the report extract below.

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

Stimulus — Report on flour delivery delays (extract).

Harbour Street Bakery — Report on flour delivery delays

To: M. Chen, Owner From: S. Doyle, Head Baker Date: 4 September 2026

1 Summary

Four flour deliveries were late in August 2026, and two weekend bakes were at risk. One change to the ordering routine would reduce the risk.

2 Findings

2.1 The deliveries on 7, 14, 21 and 28 August arrived after 10 am. The bake starts at 6 am.

2.2 Orders are placed each Thursday for the following week. The supplier's trucks are fullest on Fridays.

2.3 Staff used backup flour from the previous week to cover the delays.

3 Recommendations

3.1 Move the weekly order to Tuesday and ask for a Wednesday delivery.

3.2 Keep two days of backup flour in stock through every weekend.

a. Identify two features of the report's structure. (2 marks)

b. Complete the sentence below to explain one of the features you named. (1 mark)

One feature is _____. It helps the reader because _____.

Question 2 (4 marks)

Refer to the report in Question 1. Match each part of the report (1–4) with its job (A–D).

1. Summary
2. Findings
3. Recommendations
4. To/From/Date block

A. what the writer found out during the check B. who the report is for, who wrote it, and when C. the short version of the main result D. what the writer thinks should be done next

Question 3 (2 marks)

Read the form extract below.

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

Stimulus — Employee tax details form (extract).

Cedar Grove Garden Centre — Employee tax details form

Please complete every section in block letters (separate capital letters).

Section A — About you

Full name: _____

Date of birth: ____/____/____ Home address: _____

Contact phone number: _____

Section B — Your tax file number

Tax file number (TFN): _____

Section C — Where you live

Are you an Australian resident for tax purposes? Yes [☐] No [☐]

Section D — Your declaration

I declare that this information is true and complete.

Signature: _____ Date: ____/____/____

- a. State the section where the employee writes their home address. (1 mark)
- b. Identify one question on this form that is answered with a tick. (1 mark)

Strategy. On a form, scan the bold labels first — they name each section — then read the small print under them.

Question 4 (3 marks)

Refer to the form in Question 3.

- a. Identify two fields in Section A. (2 marks)
- b. Complete the sentence below. (1 mark)

The section letters (A, B, C, D) help a person filling in the form because _____.

Question 5 (3 marks)

Marco Silva is a plumber. He receives the letter below.

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

Stimulus — Tax advice letter (extract).

Ellison Tax Practice

88 Mallard Parade, Fernbank · phone (03) 5550 4477

20 July 2026

Dear Marco

Keeping vehicle records for your plumbing business

- 1 Keep every fuel receipt. Write the date and the trip on each receipt.
- 2 Record your odometer reading (the distance your van has travelled) on the first day of each month.
- 3 Store the receipts and the readings in the folder we gave you.

In short: every receipt, one reading a month, one folder.

Call us if anything is unclear.

Yours sincerely

D. Ellison, Registered Tax Agent

a. Identify the subject line of this letter and state what it tells Marco. (2 marks)

b. Complete the sentence below. (1 mark)

The numbered points help Marco because _____.

Question 6 (4 marks)

Match each definition (a–d) with the correct word from the box. There is one extra word you do not need.

Word box: claim · excess · policy · policyholder · premium

- a.** the regular amount you pay to keep your insurance going
- b.** the agreement between you and the insurer
- c.** the amount you pay first when you make a claim
- d.** a request for your insurer to pay for something that has happened

Un scaffolded

Question 7 (2 marks)

Questions 7–9 refer to the report extract below.

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

Stimulus — Report on the workshop tool store (extract).

Ironbark Engineering — Report on proposed changes to the workshop tool store

To: R. Alvarez, Workshop Supervisor From: T. Nguyen, Storekeeper Date: 2 October 2026

1 Summary

The tool store was checked over two weeks. Tools are often not returned. A sign-out sheet and a shadow board would fix most of the problem at low cost.

2 Findings

2.1 Four of the twenty drill bits were missing on the day of the check.

2.2 No sign-out sheet exists, so nobody can say who has which tool.

2.3 The most-used tools are stored on the top shelf, out of easy reach.

3 Conclusion

The losses are caused by the storage system, not by staff.

4 Recommendations

4.1 Introduce a sign-out sheet at the store counter.

4.2 Install a shadow board (a board with an outline drawn for each tool) for the twenty most-used tools.

Appendix A — Tool count sheet, 22 September 2026 (the full list of all 143 tools checked, with their locations)

State the purpose of the Summary section of this report. (2 marks)

Question 8 (3 marks)

Refer to the report in Question 7. Finding 2.1 says “Four of the twenty drill bits were missing on the day of the check.”

Explain why a report uses exact, neutral statements like this one instead of wording such as “lots of bits keep going missing”. (3 marks)

Question 9 (2 marks)

Refer to the report in Question 7.

a. Identify what Appendix A contains. (1 mark)

b. Explain why the full tool count sheet is placed in an appendix instead of inside the Findings section. (1 mark)

Question 10 (3 marks)

Priya Nair starts work at Cedar Grove Garden Centre on Monday. Her manager gives her the Employee tax details form from Question 3.

State which section of the form Priya uses for each item below.

a. her home address (1 mark)

b. her answer to “Are you an Australian resident for tax purposes?” (1 mark)

c. her signature (1 mark)

Question 11 (2 marks)

Section D of the Ironbark Engineering new staff tax details form (Example 2) is a declaration.

Explain why the declaration matters — give one reason for the employee and one reason for the business. (2 marks)

Question 12 (3 marks)

The tax advice letter in Example 3 ends with this line: “If you would like help setting this up, phone us on the number above.”

- a. State what this part of the letter offers Ava. (1 mark)
- b. Explain why tax advice letters usually include a part like this. (2 marks)

Question 13 (4 marks)

Tax forms and tax advice letters both deal with tax, but they do different jobs.

- a. State the main purpose of a tax form. (1 mark)
- b. State the main purpose of a tax advice letter. (1 mark)
- c. Identify one feature of each text and explain how each feature suits its purpose. (2 marks)

Question 14 (2 marks)

The Wattle Range Insurance claim form (Example 4) lists the items claimed one by one, with an amount beside each item, instead of asking for one total amount.

Explain why the form lists the items one by one. (2 marks)

Question 15 (3 marks)

Read the letter below.

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

Stimulus — Claim outcome letter (extract).

Wattle Range Insurance

PO Box 210, Harbourview

18 September 2026

Dear Jack Morrow

Your claim — stolen power tools, policy HC-40218

We have accepted your claim. The replacement cost of the two tools is \$1,450.75. The excess on your policy is \$500.00.

Payment will be made within five working days of this letter.

Yours sincerely

Claims Officer, Wattle Range Insurance

- a. Calculate how much Wattle Range Insurance will pay Jack. Give your answer in dollars, correct to 2 decimal places. (2 marks)
- b. State, in your own words, what the “excess” on an insurance policy means. (1 mark)

Question 16 (4 marks)

Read the two form extracts below.

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

Stimulus — Two insurance forms (extracts).

Wattle Range Insurance — Form 1: Contents insurance application form.

Fields: your name and address; the items you want insured and their value; how much cover you want; questions about any past claims; your signature.

Wattle Range Insurance — Form 2: Contents insurance claim form.

Fields: your policy number; the date and place of the incident; a description of what happened; the items claimed and their amounts; receipts and photos; your signature.

- a. State the purpose of Form 1. (1 mark)
- b. State the purpose of Form 2. (1 mark)
- c. Identify one field from each form that suits that form's purpose, and explain your choices. (2 marks)

Question 17 (4 marks)

Read the report skeleton below.

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

Stimulus — Report skeleton (extract).

Coastal Family Medical Centre — Report on patient waiting times

To: Dr E. Walsh, Practice Manager From: Reception Team Date: 3 September 2026

Overview: in August 2026 the average wait for a standard appointment was 18 minutes. The Centre's target is 15 minutes.

What we found: Monday mornings were the busiest time, with waits of up to 30 minutes. Two reception staff were rostered on Monday mornings; three were rostered on Fridays, the quietest day.

What should happen next: 1. Roster three reception staff on Monday mornings. 2. Offer phone check-in for repeat prescriptions.

Annotate the report skeleton: label its four parts using the report words from this section (*title block, summary, findings, recommendations*), and add one note explaining what the "What should happen next" part does. (4 marks)

Question 18 (4 marks)

Jack fills in the Wattle Range Insurance claim form from Example 4, but he leaves the "Date of incident" field blank and does not sign the form. Wattle Range returns it with the note "Unable to process — incomplete."

- a. Identify two things Wattle Range still needs from Jack. (2 marks)
- b. Explain one reason the insurer needs the date of the incident. (2 marks)

Answers

Q1. Identify (2) + explain (1). **a.** Any two of: To/From/Date block; numbered sections; headings; summary near the start; recommendations at the end. **b.** A completed sentence linking one named feature to a benefit for the reader.

Q2. Match (4). 1—C; 2—A; 3—D; 4—B.

Q3. State (1) + identify (1). **a.** Section A. **b.** “Are you an Australian resident for tax purposes?” (the Yes/No tick boxes).

Q4. Identify (2) + explain (1). **a.** Any two of: full name; date of birth; home address; contact phone number. **b.** A completed sentence: the letters split the form into labelled steps / show the order / help the person check that nothing is missed.

Q5. Identify + state (2) + explain (1). **a.** Subject line: “Keeping vehicle records for your plumbing business”; it tells Marco what the letter is about before he reads the details. **b.** A completed sentence: the numbered points separate the steps / make the advice easy to follow one step at a time.

Q6. Match (4). **a.** premium; **b.** policy; **c.** excess; **d.** claim. (Extra word not needed: policyholder.)

Q7. State (2). Route: purpose = give the main result in a few lines near the start, so a busy reader can see the point without reading the findings first. See Fully-worked solutions.

Q8. Explain (3). Route: exact figures can be checked and acted on + neutral wording reports facts without blaming + the reader can trust and use the statement. See Fully-worked solutions.

Q9. Identify (1) + explain (1). **a.** The full tool count sheet from 22 September 2026 (all 143 tools, with locations). **b.** Too long/detailed for the main body; the Findings need only the key numbers, and readers who want the list can turn to the end.

Q10. State (3). **a.** Section A. **b.** Section C. **c.** Section D.

Q11. Explain (2). Employee: signing makes them responsible for the truth of the information. Business: a signed declaration is a formal record it can rely on (e.g. to withhold the right tax). See Fully-worked solutions.

Q12. State (1) + explain (2). **a.** An offer of help — Ava can phone the practice if she wants help setting up her records. **b.** Route: advice is only useful if the reader can act on it; a non-expert may have questions; the contact line gives her somewhere to take them. See Fully-worked solutions.

Q13. State (2) + identify/explain (2). **a.** To collect information from you in a fixed order so it can be processed. **b.** To explain what to do about tax, and why. **c.** One feature per text, each explained against its purpose. See Fully-worked solutions.

Q14. Explain (2). Route: item-by-item amounts can be checked against receipts; a single total cannot be checked; per-item values also let the insurer apply the policy’s limits. See Fully-worked solutions.

Q15. Calculate (2) + state (1). **a.** \$950.75 — route: \$1,450.75 – \$500.00, correct to 2 decimal places. **b.** The amount the policyholder pays first on a claim; the insurer pays the rest.

Q16. State (2) + identify/explain (2). **a.** To arrange new insurance — to give the insurer what it needs to price a policy. **b.** To ask the insurer to pay under a policy that already exists. **c.** One field per form, each explained against its purpose. See Fully-worked solutions.

Q17. Annotate (4). Labels: title + To/From/Date = title block; “Overview” = summary; “What we found” = findings; “What should happen next” = recommendations; plus one note: that part states the actions the writers think should be taken. See Fully-worked solutions.

Q18. Identify (2) + explain (2). **a.** The date of the incident; Jack’s signature (on the declaration). **b.** Route: the date shows the incident falls inside the cover period / lets the insurer match the claim with evidence such as a police report. See Fully-worked solutions.

Fully-worked solutions

Question 1

Identify (2): name two features. *Explain (1):* link one feature to a benefit for the reader.

Model response. a. Two features of the report’s structure are the numbered sections (1, 2, 3) and the summary at the start of the report. **b.** One feature is the To/From/Date block. It helps the reader because the owner can see at once who wrote the report and when it was written.

(Model response: 50 words)

Common errors: describing what the report is *about* (“it is about flour deliveries”) instead of naming features of its structure; giving a feature in part **b** with no benefit for the reader.

Other fully creditable answers: any two structural features in part **a** (headings; recommendations at the end; findings before recommendations), with a matching benefit in part **b**.

Question 2

Match (4): one line per pair.

Model response. 1—C; 2—A; 3—D; 4—B.

(Model response: 4 words)

Marker’s note: the Summary is the short version of the result (C); the Findings are what the writer found out (A); the Recommendations say what should be done next (D); the To/From/Date block says who and when (B).

Question 3

State (1): give the section briefly. *Identify (1):* name the question.

Model response. a. Section A. **b.** “Are you an Australian resident for tax purposes?” — it is answered by ticking the Yes or No box.

(Model response: 22 words)

Common errors: writing “About you” without the section letter — the label and the letter together make the answer clearest.

Question 4

Identify (2): name two fields. *Explain (1):* give a reason.

Model response. a. Two fields in Section A are “Full name” and “Home address”. **b.** The section letters (A, B, C, D) help a person filling in the form because they split the form into short, labelled steps, so the person can see what comes next and check that no section has been missed.

(Model response: 52 words)

Other fully creditable answers: **a.** any two of full name; date of birth; home address; contact phone number.

Question 5

Identify + state (2): find the subject line and say what it does. *Explain (1):* give a reason.

Model response. a. The subject line is “Keeping vehicle records for your plumbing business”. It tells Marco what the letter is about before he reads any of the details. **b.** The numbered points help Marco because they separate the advice into single steps, so he can follow one step at a time and tick off what he has done.

(Model response: 57 words)

Marker’s note: part **a** needs both halves — the subject line itself *and* what it tells the reader.

Question 6

Match (4): one word per definition.

Model response. **a.** premium; **b.** policy; **c.** excess; **d.** claim. The extra word is *policyholder* — the person who holds the policy.

(Model response: 19 words)

Common errors: swapping premium (what you pay regularly) and excess (what you pay first on a claim).

Question 7

State (2): give the purpose briefly but completely.

Model response. The purpose of the Summary section is to give the reader the main result of the report in a few lines, near the start. A busy supervisor can see the point — the tool store has a problem, and two cheap fixes would solve most of it — without reading the findings first.

(Model response: 51 words)

Common errors: copying what the summary *says* instead of stating what the summary *is for*. The purpose is the job the section does for the reader.

Question 8

Explain (3): give reasons — aim for two or three connected points.

Model response. An exact, neutral statement gives the reader evidence they can trust and act on. “Four of the twenty drill bits” tells the supervisor exactly how big the problem is, so they can judge whether action is needed, and “on the day of the check” shows the count was made on a known date. Wording such as “lots of bits keep going missing” cannot be counted or checked, and it sounds like blame rather than fact — a report’s neutral tone keeps the focus on the problem, not on people.

(Model response: 88 words)

Marker’s note: award marks for reasons that cover exactness (counts can be checked), neutrality (facts, not feelings or blame), and use to the reader (a decision can be made).

Question 9

Identify (1): name the contents. *Explain (1):* give a reason.

Model response. **a.** Appendix A contains the full tool count sheet from 22 September 2026 — the list of all 143 tools checked and their locations. **b.** It is placed in an appendix because the full list is too long and too detailed for the main report; the Findings need only the key numbers, and readers who want the full list can turn to the end.

(Model response: 63 words)

Question 10

State (3): one section letter per item.

Model response. **a.** Section A (About you). **b.** Section C (Where you live). **c.** Section D (Your declaration).

(Model response: 16 words)

Marker’s note: the section letter is the answer; the section name in brackets is a helpful check, not required.

Question 11

Explain (2): one reason for each side.

Model response. For the employee, the declaration makes it clear that they are responsible for the truth of the information they give — once they sign it, they cannot later claim they did not know what they were signing. For the business, the signed declaration is a formal record that the information was given honestly, and the business relies on that information to withhold the right amount of tax from the employee's pay.

(Model response: 70 words)

Other fully creditable answers: any pair of reasons — one showing the employee's responsibility, one showing the business's need for a reliable record.

Question 12

State (1): say what the line offers. *Explain (2):* give reasons.

Model response. a. This part of the letter offers Ava help with the next step: she can phone the practice if she wants help setting up her record-keeping. **b.** Tax advice letters usually include a part like this because advice is only useful if the reader can act on it. A non-expert such as Ava may have questions after reading, and the contact line gives her somewhere to take them — it also reminds her that the practice is there to help, which builds trust.

(Model response: 82 words)

Common errors: describing the phone number as a feature only ("it gives a phone number") without explaining why an advice letter includes one.

Question 13

State (2): one purpose per text. *Identify/explain (2):* one feature per text, each linked to its purpose.

Model response. a. The main purpose of a tax form is to collect information from you in a fixed order, so that it can be processed. **b.** The main purpose of a tax advice letter is to explain — to tell you what to do about tax, and why. **c.** The form's field labels and blank lines suit its purpose because they show exactly what to write and where, so nothing is missed. The letter's numbered points suit its purpose because they break an explanation into steps that a reader can follow one at a time.

(Model response: 93 words)

Other fully creditable answers: **c.** any feature of each text with a matching explanation — e.g. the form's instruction line and tick boxes; the letter's subject line, plain-English summary or contact details.

Question 14

Explain (2): give reasons.

Model response. The form lists the items one by one so that each item can be checked against the evidence: the insurer can match each amount to a receipt and see exactly what is being claimed. A single total cannot be checked this way — if one number is wrong, nobody can tell which item caused it. Listing items separately also lets the insurer apply any policy limits to each item.

(Model response: 68 words)

Question 15

Calculate (2): work out the number, to the stated precision. *State (1):* give the meaning briefly.

Model response. a. The insurer pays the replacement cost minus the excess:

$$\$1,450.75 - \$500.00 = \$950.75$$

Wattle Range Insurance will pay Jack **\$950.75** (correct to 2 decimal places). **b.** The excess is the first part of a claim that the policyholder pays themselves; the insurer pays the rest.

(Model response: 45 words)

Marker's note: show the subtraction. The answer must be written to the precision the question asked for — “correct to 2 decimal places” — so \$950.75, not \$950.7 or \$951.

Common errors: paying the full replacement cost and forgetting to subtract the excess (\$1,450.75); or subtracting the wrong way (\$500.00 – \$1,450.75).

Question 16

State (2): one purpose per form. *Identify/explain (2):* one field per form, each linked to its purpose.

Model response. a. Form 1, the application form, is used to arrange new insurance: its purpose is to give the insurer the information it needs to set a price for a policy. **b.** Form 2, the claim form, is used after a loss: its purpose is to ask the insurer to pay under a policy that already exists. **c.** Form 1 asks “how much cover you want” — this field suits its purpose because the insurer cannot price a policy without knowing the level of protection the customer wants. Form 2 asks for the policy number — this field suits its purpose because the insurer must find the right existing policy before it can pay anything.

(Model response: 112 words)

Common errors: mixing the two purposes up — the application form comes *before* the policy exists; the claim form comes *after* something has happened.

Question 17

Annotate (4): four labels plus one note.

Model response. The labels:

- “Coastal Family Medical Centre — Report on patient waiting times” with the To/From/Date lines = **title block** (says what the report is about, who it is for, who wrote it and when).
- “Overview” = **summary** (the main result in a few lines).
- “What we found” = **findings** (what the check showed).
- “What should happen next” = **recommendations** (what the writers think should be done).

The note: the “What should happen next” part tells the reader the actions the writers think should be taken — roster three reception staff on Monday mornings, and offer phone check-in for repeat prescriptions.

(Model response: 94 words)

Marker's note: this report does not use the standard section names — that is the point of the task. Labels are awarded for the *job* each part does, not for matching words.

Question 18

Identify (2): name the two missing things. *Explain (2):* give a reason.

Model response. **a.** Wattle Range still needs the date of the incident, and Jack’s signature on the declaration. **b.** The insurer needs the date of the incident because it shows whether the theft happened while Jack’s policy was in force — an insurer does not pay for events from before the cover started. The date also lets the insurer match the claim against evidence such as the police report, and check that the story hangs together.

(Model response: 73 words)

Other fully creditable answers: **b.** any one reason explained — cover period, evidence matching, or checking the account for consistency.

Common errors: answering part **a** with “the form was incomplete” — the question asks for the two specific things missing, not a restatement of the note.

Chapter 2 Structures and features of informational, organisational and procedural texts — 2B Community charters and promotional texts

Theory

This section is about two families of texts that you meet in everyday community life: **community charters** and **promotional texts**. You see them on noticeboards and shop windows, at the local pool or community house, in letterboxes, and online. The study design lists both families among the texts whose structures and features you should know. In this book's words, its Unit 3 key knowledge covers the structures and features of different texts: reports, tax forms and advice, plus insurance forms, community charters and promotional texts.

Section 2A of this chapter works through reports, tax forms and advice, and insurance forms. This section works through the last two families on that list. The job here is reading and understanding: what each family looks like, why it exists, who it is written for, and how its structure helps you find what you need.

Community charters

A **charter** is a formal, published statement in which an organisation sets out what it stands for and what it promises the people who deal with it. A **community charter** is the charter of a community organisation — a community house, a neighbourhood centre, a local club, or a public facility such as a leisure centre. (A *community house* is a local venue that runs activities, courses and support services for the people of a suburb or town.)

A charter is not advertising. It does not try to sell you anything. It makes promises, and it tells you what to do if those promises are not kept.

Most community charters are built from the same parts.

Feature	What it looks like	Why it is there
Organisation name and title	“Hartley Lakes Community House — Our Community Charter”, often beside a logo (the organisation's small identifying symbol)	Shows who is making the promises
Purpose or welcome statement	A short opening paragraph	Says why the organisation exists and who it serves
Values	Short bullet points — welcome, respect, safety, privacy	Says what the organisation cares about
Commitments	“We will ...” statements	Says what the reader can count on
Rights and responsibilities	“You can expect ...” and “We ask you to ...” sections	Sets out both sides of the deal
Feedback and complaints	Contact details, and sometimes response deadlines	Shows how to raise a problem and what happens next
Review date	“Reviewed every two years. Last reviewed: March 2026.”	Shows the charter is current, not out of date

The **language** of a charter is plain, warm and steady. The organisation speaks as “we”; the reader is “you”. Promising verbs carry the commitments: *welcome, listen, protect, respond*. Headings and bullet points break the text into short, findable pieces.

Watch out. A charter's promises are commitments, not a legal contract. A charter tells you what an organisation aims to do. It is not legal advice about your rights, and a broken charter promise is not automatically a matter for the courts.

Promotional texts

A **promotional text** is a text written to promote something — to get people to attend, join, buy, enrol or volunteer. The family includes flyers (loose printed sheets), posters, brochures (small folded booklets), catalogue pages, website blocks and social media posts.

Where a charter promises, a promotional text invites and urges. Its parts are built to grab attention, give the facts a reader needs, and push the reader towards action.

Feature	What it looks like	Why it is there
Heading or slogan (a short, catchy phrase)	“TECH TUESDAYS — CONFIDENT WITH YOUR PHONE”	Grabs attention and names the offer
Key facts	Labelled lines: what, when, where, cost	Gives the information a reader needs to decide
Benefits	“You will learn to ...” bullet points	Shows the reader what they get out of it
Audience signals	“beginners of any age”, “concession card holders”	Makes the right reader think “this is for me”
Call to action	“Enrol today!”, “Book your place”, a phone number	Tells the reader what to do next
Contact details	Phone, email, web address	Gives the means to act
Fine print	Small text at the bottom, often in italics	Carries conditions, limits and deadlines
Design	Images, colour, bold type, logo	Draws the eye and makes the text quick to scan

Words to know in this family:

- A **call to action** is the words that tell the reader what to do next — “enrol today”, “call now”, “scan the code”.
- The **fine print** is the small text, usually at the bottom, that carries the conditions and limits. Its formal name is the **terms and conditions**.
- A **concession** is a lower price for people in particular situations, such as students or pensioners. Organisations usually ask to see a **concession card** as proof.
- A **deadline** is the last date for doing something — enrolling, booking, or claiming an offer.

Watch out. A promotional text shows an organisation at its best. The benefits sit at the front in big type; the conditions hide in the fine print. Before you decide, always check the dates, the full cost, and anything printed small. “Free” can still come with conditions — “bookings essential” means you must book.

Same organisation, two texts

One organisation often publishes both families. A community house has a charter (its promises) and flyers (its invitations). The way to tell the families apart is not the logo on the front — it is the job the text is doing.

	Community charter	Promotional text
Purpose	To inform — to state values, promises and responsibilities, and to show how to give feedback	To attract — to get people to attend, join, buy or enrol
Typical audience	People who use, or might use, the organisation's services	People who might come or buy — often one particular group
Signature features	Values, “we will” commitments, complaints process, review date	Heading or slogan, key facts, benefits, call to action, fine print
Language	Calm, plain, steady — “we will respond within 10 working days”	Lively, positive, pushing — “Places are limited — enrol today!”
What it wants from you	To know what to expect, and how to raise a problem	To act — book, call, turn up, pay

A reading routine for both families

Strategy. When you meet a new text, work through these steps:

1. **Predict from the headings.** Read the title and headings first. They tell you the family and the shape of the text before you read a single paragraph.
2. **Skim the structure.** Let your eyes travel down the page. Notice lists, labels, bold type and the fine print at the bottom.
3. **Scan for the key facts.** Jump straight to the numbers that matter: dates, times, costs, contact details.
4. **Ask three questions.** Who wrote this? Who is it for? What does it want me to know or do?
5. **Check the fine print.** Conditions can change what the big print means.

What your answers are marked on

Tasks in this section use a small set of shapes: *identify* (name it exactly), *locate* or *copy* (find the exact words or figures), *explain* (give the reason or the effect), and *describe* (say what is there and how it works). Across all of them, strong answers:

- name the text family exactly (community charter; promotional flyer, poster or web page);
- identify features precisely and support them with words quoted from the text;
- explain the **effect** of a feature — how it helps the reader — not just its name;
- state purpose and audience with a reason attached.

Naming a feature earns part of the mark. Saying what the feature does for the reader earns the rest.

Worked examples

Example 1 — scaffolded

Task. Read Stimulus A. **a.** Identify the text family. (1 mark) **b.** Identify the purpose and the intended audience. (2 marks) **c.** Identify two structural features and explain how each one helps the reader. (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 A — community charter (extract).

HARTLEY LAKES COMMUNITY HOUSE Our Community Charter

Hartley Lakes Community House is a meeting place for everyone in our suburb. This charter sets out what we stand for, what you can expect from us, and what we ask of you.

Our values

- Everyone is welcome, whatever their age, background or ability.

- We listen with respect, and we keep your personal information private.
- We keep our building and our activities safe.

Our commitments to you

- We will run activities that respond to what the community asks for.
- We will publish our program each term and keep our prices low.
- We will respond to any feedback or complaint within 10 working days.

What we ask of you

- Treat other people, their property and our building with care.
- Arrive on time for booked activities, or let us know.

[...]

Feedback and complaints: speak to the front desk, phone 5555 0142, or email admin@hartleylakes.example.org This charter is reviewed every two years. Last reviewed: March 2026.

Working	Comment
Plan. The title says “Our Community Charter”, and the text lists values, commitments and a complaints process — so this is a charter. Part (b) needs a purpose sentence and an audience sentence. Part (c) needs two features, each with an effect.	Step 1 — sort the text before you write. The title and the feature list name the family. Plan one answer per part so nothing is missed.
(a) Stimulus A belongs to the community charter family.	Step 2 — answer (a) in one clean sentence. Name the family exactly; do not drift into describing the text yet.
(b) Purpose: the charter’s purpose is to tell readers what Hartley Lakes Community House stands for, what they can expect from it, and how to give feedback or make a complaint.	Step 3 — a purpose sentence states the text’s job (to inform and to promise), not just its topic. The headings “Our commitments to you” and “Feedback and complaints” are the evidence.
(b) Audience: the charter is written for people who use, or might use, the community house. It speaks to them directly as “you” — “what you can expect from us”, “What we ask of you”.	Step 4 — name the audience, then show the signal that proves it. The “we/you” language is the classic sign a charter is addressing its users.
(c) Feature 1: the values are listed as bullet points under the heading “Our values”. A reader who wants to know what the organisation cares about can find the answer in one place, without reading the whole charter.	Step 5 — feature + effect. Naming the feature is only half the answer; the second sentence says how the feature helps the reader, and that is what earns the “explain” mark.
(c) Feature 2: the closing lines give a feedback phone number and email address, and a review date — “Last reviewed: March 2026”. A reader with a problem knows exactly where to go, and the review date shows the promises are current rather than out of date.	Step 6 — same shape again: name the feature, quote the evidence, state the effect. Two features, two effects, two marks.
Check. Family named; purpose stated; audience with evidence; two features, each with an effect — every part of the task is answered.	Step 7 — tick off every part of the task before you move on. An unanswered part is the easiest mark to lose.

Example 2 — scaffolded

Task. Read Stimulus B. **a.** Identify what is being promoted. (1 mark) **b.** Scan the flyer and record the key facts: when, where and cost. (3 marks) **c.** Identify the call to action. (1 mark) **d.** Identify one audience signal and explain how it works. (1 mark)

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

Stimulus B — promotional flyer.

TECH TUESDAYS — CONFIDENT WITH YOUR PHONE Free course at Hartley Lakes Community House

Struggling with photos, messages or online bookings? Come and ask all your questions — no experience needed.

When: every Tuesday, 3–24 November 2026, 10 am–12 pm **Where:** Hartley Lakes Community House, 18 Elm Street **Cost:** free — morning tea included **Who it's for:** beginners of any age

You will learn to:

- send photos and messages to family
- spot online scams and stay safe
- book appointments and services online

Places are limited — enrol today! Phone 5555 0142 or email admin@hartleylakes.example.org

Bookings essential. This flyer was produced for the November 2026 program.

Working	Comment
Sort. A big heading, a “when/where/cost” block, a deadline feeling (“places are limited”) and contact details — this is a promotional text, a flyer for a course.	Step 1 — sort the text by its features, not its topic. A flyer invites and urges; a charter promises.
(a) The flyer promotes Tech Tuesdays, a free four-week course at Hartley Lakes Community House that helps people use their phones and the internet with confidence.	Step 2 — “what is promoted” means the thing plus a one-line description. Take the description from the flyer’s own words (“confident with your phone”, “no experience needed”), not from the heading alone.
(b) When: every Tuesday, 3–24 November 2026, 10 am–12 pm. Where: Hartley Lakes Community House, 18 Elm Street. Cost: free, with morning tea included.	Step 3 — scan, don’t read. Let your eyes jump to the labelled lines (When / Where / Cost). Copy the facts exactly — in real life a misread date means a missed course.
(c) The call to action is “Places are limited — enrol today!”, with the phone number and email address printed underneath. It tells the reader to book now and gives the means to do it.	Step 4 — the call to action is the “do this next” step. It usually sits beside the contact details, because the contact details are how the reader obeys it.
(d) “Beginners of any age” is an audience signal. It tells readers with no experience — including older readers who may worry a phone course is not for them — that they belong in this class.	Step 5 — an audience signal is a word or phrase that makes the right reader think “this is for me”. Identify it, then say who it pulls in and why.
Fine-print check. The italic line says “Bookings essential”. So “free” does not mean “just turn up” — a reader must book a place first.	Step 6 — finish with the small print. The fine print can change what the big print means, and noticing that is part of reading the family.

Example 3 — unscaffolded

Task. Read Stimulus C. Explain the purpose of the charter (1 mark) and identify its intended audience (1 mark). Then identify two structural features and explain how each one helps a first-time visitor (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 C — community charter (extract).

ELLISON GROVE NEIGHBOURHOOD CENTRE Community Charter

Our purpose To strengthen local community life through learning, meeting and support services, run by and for the people of Ellison Grove.

You can expect us to:

- welcome you without an appointment for general enquiries



- give you clear and accurate information about our programs and costs
- protect your privacy and your personal information
- keep the building safe and easy for everyone to use

Your responsibilities as a visitor

- follow staff directions and the building's safety signs
- respect other people using the centre

[...]

Feedback and complaints Tell the office manager in person, or write to feedback@ellisongrove.example.org. We will acknowledge (confirm we have received) your complaint within 3 working days, and work to resolve (settle) it within 15 working days.

Adopted by the centre's management committee, February 2026. Next review: February 2028.

Model response.

Stimulus C is the community charter of the Ellison Grove Neighbourhood Centre. Its purpose is to inform: it states what the centre is for, what visitors can expect from it, and how to make a complaint. The intended audience is people who use or visit the centre. The charter speaks to them directly as “you”, and the promises are all written from the centre's side as “we”.

Two structural features help a first-time visitor. First, the heading “You can expect us to:” introduces a bullet list, so a nervous visitor can find practical answers quickly — for example, that no appointment is needed for general enquiries. Second, the feedback and complaints section gives both a contact point and deadlines: complaints are acknowledged within 3 working days and resolved within 15. A visitor with a problem knows where to go and how long a response should take.

(Word count: 145 words.)

Takeaway: a full charter answer moves from purpose to audience to features, and every feature is tied to how it helps the reader. Quoting short evidence — “You can expect us to”, the 3-day deadline — turns a list into an explanation.

Example 4 — unscaffolded

Task. Read Stimulus D. Explain how the layout of this flyer helps a reader quickly decide whether to enrol. Refer to at least three features. (5 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 D — promotional flyer.

TIDEPOOL SWIM SCHOOL — TERM 1, 2027 ENROLMENTS NOW OPEN Lessons at the Harbourview Aquatic Centre, 2 Marina Parade

Small classes · Qualified instructors · Heated pool

Classes

- Water Babies (6 months–3 years) — Fridays, 9 am
- Learn to Swim (4–12 years) — Saturdays, 8 am–12 pm
- Adult Beginners (13 years and over) — Wednesdays, 7 pm

Term fee: \$180 per person (10 lessons) **Concession:** 15% off the term fee with a valid concession card

Family deal: \$20 off per child when 2 or more children enrol

Enrol by Friday 8 January 2027 and receive a free swim cap! Phone 5555 0187 · tidepoolswim.example.com.au

Fees are per term and cover 10 lessons. Missed lessons cannot be refunded. Discounts cannot be combined. Class times may change.

Model response.

The Tidepool Swim School flyer is laid out for a fast decision. The top heading names the offer — “Term 1, 2027 enrolments now open” — so a reader knows within seconds what the flyer is about and whether it is relevant to them.

Under the heading, labelled lines sort the key facts. The class list shows the age group and time for each option, so a parent can scan straight to “Saturdays” or “Adult Beginners”. The fee lines give the price, the concession discount and the family deal in one block, so the cost can be compared with other activities without hunting through paragraphs.

The layout then pushes towards action. The bold deadline — “Enrol by Friday 8 January 2027” — creates urgency, and the phone number and website sit directly underneath it, ready to use. Even the fine print helps the decision: “Discounts cannot be combined” stops a family assuming they can claim both offers. A reader who scans from top to bottom meets the offer, the facts, the push to act, and the conditions — in that order.

(Word count: 176 words.)

Takeaway: “explain how the layout helps” means walking the page the way a reader’s eyes walk it — heading first, labelled facts next, call to action and fine print last — and saying what each stop does for the reader.

Practice questions

Scaffolded

Q1. (3 marks) Re-read Stimulus A (Example 1), the Hartley Lakes Community House charter.

- a. Name the text family Stimulus A belongs to. (1 mark)
- b. Complete the sentence frame: “The charter is written for ... ” (1 mark)
- c. Locate and copy the line that tells the reader how quickly the community house will respond to a complaint. (1 mark)

Q2. (6 marks) Re-read Stimulus B (Example 2), the Tech Tuesdays flyer.

- a. Identify the call to action. (1 mark)
- b. Scan the flyer and complete the table. (4 marks)

Key fact	Your answer
What is being promoted	...
When it runs	...
Where it runs	...
Cost	...

- c. Copy one phrase from the flyer that signals who it is aimed at. (1 mark)

Q3. (3 marks) Re-read Stimulus C (Example 3), the Ellison Grove Neighbourhood Centre charter.

- a. In your own words, state the centre’s purpose as the charter gives it. (1 mark)
- b. Complete the sentence frame: “One responsibility of visitors is ... ” (1 mark)
- c. Complete the sentence frame, giving a reason: “The complaint deadlines help visitors because ... ” (1 mark)

Q4. (4 marks) Re-read Stimulus D (Example 4), the Tidepool Swim School flyer.

- a. Identify what is being promoted, and where the lessons run. (1 mark)
- b. Copy the fine print. (1 mark)
- c. Complete the sentence frame: “The flyer is aimed at families as well as individual swimmers, because ... ” (1 mark)
- d. State the full term fee, and say how many lessons it covers. (1 mark)

Q5. (3 marks) Read Stimulus E.

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

Stimulus E — promotional poster.

FENWICK STREET COMMUNITY GARDEN SPRING WORKING BEE AND OPEN DAY
Saturday 14 November 2026

Come and get your hands dirty! Help us plant the summer vegetable beds, then stay for lunch and a garden tour.

Morning: working bee, 9 am–12 pm — bring gloves if you have them **Afternoon:** open day, 12–3 pm — garden tours every 30 minutes, free sausage sizzle, plant stall **Where:** the garden, corner of Fenwick Street and Old Mill Road **Who:** everyone — no gardening experience needed

Join up on the day: a garden plot costs \$40 per year. Plots are free for pensioners and full-time students.

Questions? Phone the garden on 5555 0166 or email hello@fenwickgarden.example.org

- a. Identify the two events the poster promotes, and say when each one runs. (1 mark)
- b. State the cost of a garden plot, and who receives one free. (1 mark)
- c. The poster says “everyone — no gardening experience needed”. Explain how this phrase works as an audience signal. (1 mark)

Q6. (4 marks) Read Stimulus F.

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

Stimulus F — promotional flyer.

SCHOOL HOLIDAY ADVENTURE DAY! Ellison Grove Neighbourhood Centre Thursday 7 January 2027 · 9 am–3 pm

A fun day out once school is finished — games, craft, a treasure hunt and a BBQ lunch.

Who: children 6–12 years **Cost:** \$12 per child · \$8 with a concession card · \$30 for a family of three or more children **Bring:** hat, water bottle and enclosed shoes

Book by Monday 21 December 2026 — places fill fast! Phone the centre on 5555 0129 or drop in at 4 Ellison Grove.

Adults must sign children in and out at the front desk. All children must be collected by 3 pm. Refunds are available up to 48 hours before the event. This event is run by centre staff and trained volunteers.

- a. Identify the event being promoted, and the date and hours it runs. (1 mark)
- b. State the cost for one child whose family holds a concession card. (1 mark)
- c. Copy one condition from the fine print. (1 mark)
- d. Complete the sentence frame: “Before booking, a parent should check ... , because ... ” (1 mark)

Un scaffolded

Q7. (3 marks) Re-read Stimulus A (Example 1). Explain how the “Our commitments to you” section helps a reader decide whether to trust the community house. In your answer, refer to two commitments.

Q8. (4 marks) Re-read Stimulus C (Example 3).

- a.** Identify two features that show Stimulus C is a charter rather than a promotional flyer. (2 marks)
- b.** The charter gives two different deadlines: complaints are acknowledged within 3 working days and resolved within 15 working days. Explain why a charter might set two deadlines instead of one. (2 marks)

Q9. (3 marks) Re-read Stimulus E (Question 5). Describe how the poster organises its information so that a busy reader can find the key facts quickly. In your answer, refer to two features of its structure.

Q10. (3 marks) Re-read Stimulus B (Example 2). Identify the flyer’s intended audience and support your answer with two pieces of evidence from the text.

Q11. (4 marks) Re-read Stimulus D (Example 4), the Tidepool Swim School flyer.

- a.** A customer holds a valid concession card. Calculate the concession term fee. Give your answer in dollars, correct to 2 decimal places. (2 marks)
- b.** Two children from one family enrol under the family deal, at the full term fee. Calculate the total cost for the two children. Give your answer in dollars, correct to the nearest whole dollar. (2 marks)

Q12. (3 marks) Re-read Stimulus D (Example 4). A parent holds a concession card and wants to enrol two children. Explain what the fine print says about using the concession discount and the family deal together, and explain why that detail matters before the parent works out the cost.

Q13. (4 marks) Read Stimulus G.

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

Stimulus G — web page (extract).

Hartley Lakes Community House — What’s on *Home · About us · What’s on · Contact*

[Heading] Ready for work? Free resume workshop — Monday 30 November 2026 Bring your old resume, or start from nothing. In two hours you will leave with a resume you can actually send. **[Button] Book your place** Small class — 12 places only. Free for job seekers.

[Heading] Community Lunch — every second Friday A hot lunch for \$4, or free if times are tough. Everyone welcome, no questions asked. **[Button] See the dates**

Page last updated: 12 October 2026.

- a.** Identify two features of this web page that help a visitor find information or take action. (2 marks)
- b.** Explain one way the “[Button] Book your place” feature works differently from the contact details on a paper flyer. (2 marks)

Q14. (4 marks) Re-read Stimulus C and Stimulus F. Both texts come from the Ellison Grove Neighbourhood Centre.

- a.** State the purpose of each text. (2 marks)
- b.** Explain one way the intended audience of the charter differs from the intended audience of the flyer. (2 marks)

Q15. (4 marks) Without re-reading any stimulus, state four structural features that a community charter normally contains. Then choose one of the four and explain why it is useful to a reader.

Q16. (3 marks) Read Stimulus H.

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

Stimulus H — customer charter (extract).

CLIFTON BAY AQUATIC AND LEISURE CENTRE Our Customer Charter

When you visit Clifton Bay, you can expect:

- **Safe facilities** — qualified lifeguards on duty whenever the pools are open, and pool water tested every day
- **Friendly service** — staff will greet you and help you within 5 minutes of your arrival at the counter
- **Honest pricing** — entry fees displayed at the entrance and on our website, with no hidden charges
- **A voice** — if something falls short of this charter, tell us at the front counter or email feedback@cliftonbay.example.org, and we will reply within 5 working days

We ask our customers to shower before entering the pool, follow lifeguard instructions, and supervise children under 10 at all times.

[...]

Reviewed annually. Current version: July 2026.

Identify one promise in the charter that includes a specific number or time, and explain how putting a number into a promise helps a customer.

Q17. (3 marks) Re-read Stimulus A and Stimulus B. Both come from Hartley Lakes Community House. Identify one feature that appears in the flyer (Stimulus B) but not in the charter (Stimulus A), and explain why that feature suits the flyer's purpose.

Q18. (4 marks) Re-read Stimulus D (Example 4). The flyer claims “Qualified instructors”.

- Explain why a reader cannot verify (check the truth of) this claim from the flyer alone. (2 marks)
 - Describe two things a careful reader could do to find out more about the instructors before enrolling. (2 marks)
-

Answers

Short items give the must-includes — the content your answer has to contain. Extended items give the route: what the task is marked on and a one-line plan. Full models for every question are in the Fully-worked solutions.

Q1. Identify (1) + Complete (1) + Locate (1). a. community charter; b. e.g. people who use, or might use, Hartley Lakes Community House; c. “We will respond to any feedback or complaint within 10 working days.”

Q2. Identify (1) + Scan (4) + Copy (1). a. “Places are limited — enrol today!”; b. what: Tech Tuesdays, a free phone-confidence course; when: every Tuesday, 3–24 November 2026, 10 am–12 pm; where: Hartley Lakes Community House, 18 Elm Street; cost: free (morning tea included); c. e.g. “beginners of any age” or “no experience needed”.

Q3. State (1) + Complete (1) + Explain (1). a. to strengthen local community life through learning, meeting and support services, run by and for local people; b. e.g. follow staff directions and safety signs; or respect other people using the centre; c. e.g. visitors know how long a response should take, and can follow up if the centre is late.

Q4. Identify (1) + Copy (1) + Complete (1) + State (1). a. Term 1, 2027 swim lessons (Tidepool Swim School), at the Harbourview Aquatic Centre; b. the italic small-print block (“Fees are per term ... Class times may change.”); c. e.g. the family deal, or the class list covering children and adults; d. \$180 per person, covering 10 lessons.

Q5. Identify (1) + State (1) + Explain (1). a. the spring working bee (9 am–12 pm) and the open day (12–3 pm); b. \$40 per year; free for pensioners and full-time students; c. e.g. it tells people with no gardening skills that they belong, so newcomers are not put off.

Q6. Identify (1) + State (1) + Copy (1) + Complete (1). a. School Holiday Adventure Day, Thursday 7 January 2027, 9 am–3 pm; b. \$8; c. e.g. “Adults must sign children in and out at the front desk.”; d. e.g. the fine print — because it carries conditions (sign-in rules, collection time, refund limits) that change what booking means.

Q7. Explain (3). Route: name two commitments; for each, say what it shows about the organisation; then connect that to trust. Plan: “respond within 10 working days” = a promise you can check; “activities that respond to what the community asks for” = the house listens. Full model in the solutions.

Q8. Identify (2) + Explain (2). a. any two charter markers — values list, “You can expect us to” promises, visitor responsibilities, complaints process with deadlines, adopted/review dates; b. acknowledging (3 days) confirms the complaint arrived; resolving (15 days) sets a limit for the fix — two deadlines cover two different promises. Full model in the solutions.

Q9. Describe (3). Route: two structural features + how each speeds the reader up. Plan: labelled lines (Morning/Afternoon/Where/Who) sort the facts; the bold heading block puts the event and date at the top. Full model in the solutions.

Q10. Identify (3). Route: audience (people with little phone or internet confidence, any age, beginners) + two quoted signals (e.g. “no experience needed”, “beginners of any age”, “Struggling with photos, messages or online bookings?”, “Free”). Full model in the solutions.

Q11. Calculate (2 + 2). a. 15% of \$180 = \$27.00, so \$180 – \$27.00 = **\$153.00** (correct to 2 decimal places); b. \$180 – \$20 = \$160 per child, so 2 × \$160 = **\$320** (to the nearest whole dollar). Working shown in the solutions.

Q12. Explain (3). Route: the fine print says “Discounts cannot be combined”, so one discount only; this matters because it changes the real cost — the parent must work out which single offer is better. Full model in the solutions.

Q13. Identify (2) + Explain (2). a. any two — the navigation menu, the [Heading] blocks, the [Button] links, the “last updated” date; b. a button acts on the spot (one tap starts the booking), while a paper flyer needs a separate phone call or visit; the web page can also be updated. Full model in the solutions.

Q14. State (2) + Explain (2). a. charter: to inform visitors what the centre stands for, what they can expect, and their responsibilities; flyer: to get families to book one particular event; b. the charter speaks to everyone who deals with the centre (broad); the flyer speaks to families with children aged 6–12 (narrow). Full model in the solutions.

Q15. State (2) + Explain (2). Any four of: organisation name and title; purpose or welcome statement; values; commitments (“we will ...”); rights and responsibilities; feedback and complaints details; review date — plus one explained effect. Full model in the solutions.

Q16. Identify (1) + Explain (2). e.g. “help you within 5 minutes”, “reply within 5 working days”, or “water tested every day”; a numbered promise can be checked — the customer knows exactly what to expect and can tell when the centre falls short. Full model in the solutions.

Q17. Identify (1) + Explain (2). Any flyer-only feature — the call to action, the “You will learn to” benefits list, the exact when/where/cost lines, the italic fine print — explained as suiting a text whose job is to move readers to act now. Full model in the solutions.

Q18. Explain (2) + Describe (2). a. the flyer is the school’s own text: it presents the school’s best side and offers no evidence to check; b. any two plausible checks — phone the school and ask what qualifications the instructors hold; ask to see certificates; attend a lesson and watch; look for information from people other than the school. Full model in the solutions.

Fully-worked solutions

Q1. Identify — name it exactly. Locate — find and copy the exact words.

a. Stimulus A belongs to the community charter family.

b. Frame answer, e.g.: “The charter is written for people who use, or might use, Hartley Lakes Community House — its members, visitors and the wider suburb.”

c. “We will respond to any feedback or complaint within 10 working days.”

Marker’s note: in (c), copy the line exactly. Paraphrasing loses the “locate” mark, because the task asks for the text’s own words.

Q2. Identify — name it. Scan — jump to the labelled lines and copy exactly.

a. The call to action is “Places are limited — enrol today!”.

b.

Key fact	Answer
What is being promoted	Tech Tuesdays — a free course in using phones and the internet with confidence
When it runs	Every Tuesday, 3–24 November 2026, 10 am–12 pm
Where it runs	Hartley Lakes Community House, 18 Elm Street
Cost	Free (morning tea included); bookings essential

c. Any one of: “beginners of any age”; “no experience needed”; “Struggling with photos, messages or online bookings?”.

Q3. State — give the point in your own words. Explain — give the reason.

a. The centre exists to strengthen local community life, through learning, meeting and support services that are run by and for the people of Ellison Grove.

b. Frame answer, e.g.: “One responsibility of visitors is to follow staff directions and the building’s safety signs.” (Also accepted: respect other people using the centre.)

c. Frame answer, e.g.: “The complaint deadlines help visitors because they know how long a response should take — 3 working days to hear their complaint has arrived, 15 to have it settled — and can follow up if the centre is late.”

Q4. Identify — name it. Copy — reproduce the exact text.

- a. Term 1, 2027 swim lessons at the Tidepool Swim School, running at the Harbourview Aquatic Centre, 2 Marina Parade.
- b. “Fees are per term and cover 10 lessons. Missed lessons cannot be refunded. Discounts cannot be combined. Class times may change.”
- c. Frame answer, e.g.: “The flyer is aimed at families as well as individual swimmers, because it offers a family deal (\$20 off per child when 2 or more children enrol) and lists classes for babies, children and adults.”
- d. The full term fee is \$180 per person, and it covers 10 lessons.

Q5. Identify — name exactly what the text promotes.

- a. The poster promotes a spring working bee on the morning of Saturday 14 November 2026 (9 am–12 pm) and an open day that afternoon (12–3 pm).
- b. A garden plot costs \$40 per year. Plots are free for pensioners and full-time students.
- c. The phrase tells readers who have never gardened that no skill is expected of them. That lowers the worry of joining in, so people who might think “this isn’t for me” decide to come anyway.

Other fully creditable answers (c): any explanation of how “no experience needed” widens the audience — e.g. it makes the event feel open to the whole street, not just to gardeners.

Q6. Identify / State — exact facts. Complete — finish the frame with a reason attached.

- a. The School Holiday Adventure Day at the Ellison Grove Neighbourhood Centre, on Thursday 7 January 2027, from 9 am to 3 pm.
- b. \$8.
- c. Any one of: “Adults must sign children in and out at the front desk.”; “All children must be collected by 3 pm.”; “Refunds are available up to 48 hours before the event.”
- d. Frame answer, e.g.: “Before booking, a parent should check the fine print, because it carries conditions — an adult must sign the child in and out, collection is by 3 pm, and refunds stop 48 hours before the event.”

Common errors (b): answering \$12 (the full price) or \$30 (the family price). The stem asks for one child with a concession card — match the words of the question to the right line of the flyer.

Q7. Explain — make the effect clear: what does each commitment show, and why does that build trust?

Model response:

The commitments section helps a reader decide whether to trust the community house because it turns good intentions into promises that can be checked. The commitment “We will respond to any feedback or complaint within 10 working days” gives a specific time. A reader knows exactly what to expect, and can tell whether the house keeps its word — an organisation prepared to be measured is an organisation that expects to be trusted. The commitment “We will run activities that respond to what the community asks for” shows the house listens rather than deciding everything on its own. Together, the two commitments suggest an organisation that must answer to the people who use it, which is what trust is built on.

(Word count: 120 words.)

Marker’s note: full credit needs the link from each commitment to trust (checkable promise; listening). Naming two commitments without the link earns at most part credit.

Common errors: retelling the whole charter; or saying “it shows they are honest” with no reason attached.

Q8. Identify — name the features. Explain — give the reason.

a. Any two of: the “You can expect us to” list of promises; the “Your responsibilities as a visitor” section; the feedback and complaints process with response deadlines; the adoption and review dates (“Adopted ... February 2026. Next review: February 2028.”). None of these appear on a promotional flyer — a flyer has no reason to list what it owes people or when the text will be reviewed.

b. The two deadlines cover two different promises. Acknowledging within 3 working days means the visitor quickly hears “your complaint has arrived” — they are not left wondering whether anyone read it. Resolving within 15 working days sets a limit on how long the fix can take. One deadline alone would leave a gap: a complaint could be acknowledged and then sit unanswered forever. Splitting the promise in two keeps the centre honest at both ends.

(Word count: 74 words.)

Other fully creditable answers (a): the purpose statement framed as service to the community; the “we/you” promise structure — accept any feature that is a charter marker and not a flyer marker, with a sentence saying why a flyer would not carry it.

Q9. Describe — say what is there and how it works for the reader.

Model response:

The poster sorts its information before the reader has to. The bold heading block puts the three facts a passer-by needs first — who (Fenwick Street Community Garden), what (spring working bee and open day), and when (Saturday 14 November 2026) — so the decision to stop and read can be made in a few seconds. Below it, labelled lines do the sorting: “Morning:”, “Afternoon:”, “Where:” and “Who:” each start their own line, so a reader who only wants the location can jump straight to “Where” without reading the rest. The joining details and contact information sit at the bottom, ready for a reader who has already decided to come. A busy reader can take the whole poster in from its labels alone.

(Word count: 121 words.)

Marker’s note: two features + the speed effect on a busy reader = full credit. Quoting the labels (“Morning:”, “Where:”) is the easiest evidence.

Q10. Identify + support — name the audience, then prove it with the text’s own words.

Model response:

The flyer is aimed at adults who feel unsure with phones and the internet — people with no confidence or experience, of any age. Two pieces of evidence show this. The opening question, “Struggling with photos, messages or online bookings?”, speaks directly to readers who find these everyday tasks hard. The line “Who it’s for: beginners of any age” states the target group openly, and “no experience needed” repeats the welcome. The free cost removes the money barrier for people who might not spend on a class.

(Word count: 86 words.)

Other fully creditable answers: any two quoted signals with an audience claim they genuinely support — e.g. “spot online scams and stay safe” (readers worried about being tricked online), “morning tea included” and the 10 am–12 pm time (a social, daytime, older-friendly format).

Q11. Calculate — show the working, then give the value at the rounding the stem asks for.

a. Concession term fee:

$$15\% \text{ of } \$180 = 0.15 \times 180 = \$27.00 \quad \$180 - \$27.00 = \$153.00$$

So the concession term fee is **\$153.00**, correct to 2 decimal places.

b. Family deal, two children:

$$\text{Saving per child: } \$20 \quad \text{Cost per child: } \$180 - \$20 = \$160 \quad \text{Total: } 2 \times \$160 = \$320$$

So the total cost for the two children is **\$320**, correct to the nearest whole dollar.

Marker's note: in (a), "\$153" without the ".00" does not meet the stated precision — the stem asked for 2 decimal places, so the answer is written \$153.00.

Common errors: applying both discounts in one part (the fine print says "Discounts cannot be combined" — see Q12); or taking 15% of \$20 in (b).

Q12. Explain — quote the condition, then give its effect on the reader's decision.

Model response:

The fine print states "Discounts cannot be combined", so the parent cannot take both the 15% concession discount and the \$20 family deal off the same child — only one discount applies. This detail matters before any cost is worked out, because it changes which option is cheaper. For one child, the concession saves 15% of \$180, which is \$27.00, while the family deal saves \$20 per child. A parent who missed the fine print might assume the two discounts add together, and budget for a lower price than the school will actually charge.

(Word count: 93 words.)

Common errors: saying the discounts can be combined; or explaining the rule without saying why it matters to the cost.

Q13. Identify — name the features. Explain — say how the button works differently.

a. Any two of: the navigation menu at the top (Home · About us · What's on · Contact), which lets a visitor jump to any part of the site; the [Heading] blocks, which separate one promotion from the next; the [Button] links ("Book your place", "See the dates"), which start the next step; the "Page last updated: 12 October 2026" line, which shows the information is current.

b. A button acts on the spot: one tap or click takes the reader straight into the booking, inside the same text. A paper flyer cannot do that — its contact details send the reader away to make a separate phone call, write an email, or visit in person, and the flyer itself stays the same. The web page can also be updated (the "last updated" line shows this), while a printed flyer cannot be corrected once it has been printed.

(Word count: 79 words.)

Q14. State — one clear purpose per text. Explain — one real difference in audience.

a. The charter's purpose is to inform: it tells visitors what the Ellison Grove Neighbourhood Centre stands for, what they can expect from it, what is expected of them, and how to give feedback. The flyer's purpose is to attract: it promotes one event — the School Holiday Adventure Day — and pushes families to book before the deadline.

b. The charter's audience is broad — anyone who uses or might use the centre, whatever their age or reason for visiting. The flyer's audience is narrow — families with children aged 6 to 12, on one particular holiday date. The charter keeps its promises to everyone; the flyer targets the group most likely to say yes to this event.

(Word count: 113 words.)

Common errors: "both texts are for the community" — true, but it misses the broad-versus-narrow difference the task asks for. Full credit needs the difference stated and explained.

Q15. State — name the features. Explain — one feature, one effect.

Four structural features a community charter normally contains (any four):

- the organisation's name and the title "Charter" (often with a logo);
- a purpose or welcome statement;
- a list of values;
- commitments written as "We will ..." promises;
- the rights and responsibilities of both sides ("You can expect ..." / "We ask you to ...");
- feedback and complaints details, sometimes with response deadlines;
- a review date.

One explained, e.g.: the complaints section is useful because it tells a reader exactly where to go with a problem and what happens next — without it, the charter's promises would have no follow-up path.

Other fully creditable answers: any feature from the Theory table with a genuine reader effect.

Q16. Identify — find the numbered promise. Explain — say what the number adds.

One promise with a specific number or time (any one): "staff will greet you and help you within 5 minutes of your arrival at the counter"; "we will reply within 5 working days"; "pool water tested every day"; "qualified lifeguards on duty whenever the pools are open".

Explanation, e.g.: a number turns a vague promise into one that can be checked. "Friendly service" could mean anything; "help within 5 minutes" tells the customer exactly what to expect, and lets them notice when the centre falls short. Promises with numbers in them make a charter something an organisation can be held to, rather than just good words.

(Word count: 106 words.)

Q17. Identify — one feature that is really flyer-only. Explain — tie it to the flyer's purpose.

One feature in the flyer but not the charter (any one): the call to action ("Places are limited — enrol today!"); the "You will learn to" benefits list; the exact when/where/cost lines ("every Tuesday, 3–24 November 2026"; "free — morning tea included"); the italic fine print ("Bookings essential").

Explanation, e.g.: the flyer's purpose is to move people to act now — to enrol before places run out. A call to action creates exactly that pressure: it names the next step and puts it beside the phone number and email needed to take it. The charter has no such feature because its job is not to trigger action on the spot but to state promises that last.

(Word count: 113 words.)

Common errors: naming a feature both texts share — headings, bullet points, contact details and the organisation's name all appear in both.

Q18. *Explain — give the reason. Describe — say what the reader could do.*

a. The flyer is the swim school's own promotional text. Its job is to present the school at its best, so it gives reasons to enrol and no reasons to hesitate — and it offers nothing a reader can check. The words “Qualified instructors” carry no detail: no names, no certificate types, nothing that says who issued them. A claim made by an organisation about itself, with no evidence attached, cannot be verified from the organisation's own flyer.

b. Two things a careful reader could do (any two): phone or email the school and ask what qualifications the instructors hold and who issued them; ask to see the certificates, or a current working-with-children registration; attend or watch a lesson before enrolling; look for information from people other than the school — other customers' experiences, or listings from swim-teacher associations.

(Word count: 135 words.)

Marker's note: in (b), the strongest answers add a check that does not rely only on the school's own word. “Ask the school” alone is creditable, but it is still the school speaking for itself.

Common errors: declaring the claim false — nothing in the task shows that; the point is that it cannot be checked from the flyer alone.

Chapter 2 Structures and features of informational, organisational and procedural texts — 2C Organisational language: how organisations, groups and businesses develop their own use of language

Theory

Every group grows its own words. An *organisation* is a group of people who work together for a shared purpose. Councils, businesses, hospitals, clubs, unions and volunteer groups are all organisations. The Unit 3 study design for this book lists as a key knowledge point the way organisations, groups and businesses of different kinds develop their own ways of using language.

This section is about exactly that: the special words, short forms, house names and wording habits that a group builds up over time — and what those choices do for the group and for its readers.

About the wording in this section. The study design uses the phrase “their own use of language” but does not define it. This book treats a group’s own use of language as: the special words, short forms, house names and wording habits the group uses in its talk and in its texts. Every question in this section can be answered with that definition. The study design does not define “jargon” either. This book uses *jargon* in its neutral sense — the specialist vocabulary of a workplace or field — and says so wherever a question uses the word in its other, negative sense (insider wording that shuts outsiders out).

Note: the organisations, documents and quotations in this section are synthetic — they were written for this book and are not real organisational, government or business documents.

Four invented organisations appear again and again in this section. You will meet their texts in the worked examples and the questions:

- **Fernhill City Council** — a local council (a government organisation).
- **Riverway Freight** — a family-owned transport company (a business).
- **Muddy Boots Community Garden** — a volunteer group.
- **Harbourview Dental Clinic** — a small health business.

Why groups grow their own words. Five reasons come up again and again:

1. **Speed.** Short forms are quick to say, write and read. “PPE” beats “personal protective equipment” on a busy morning.
2. **Precision.** A technical term has one exact meaning inside a trade. Two words that look alike to an outsider name two different things to an expert — using the right one prevents mistakes.
3. **Belonging.** House words mark who is inside the group. A nickname for a job or a saying like “that’s a Riverway rule” builds team spirit.
4. **Legal care.** Policies, contracts and notices must be careful about who has to do what. That is why rule words like *must*, *should* and *may* matter so much in organisational writing.
5. **Image.** Businesses shape how they sound — warm, firm, friendly, serious — so customers and clients feel a certain way. Groups often decide this wording on purpose and write the decision down.

Five forms organisational language takes. Learn these five labels; most tasks in this section ask you to name one of them.

Form	What it is	Example from this section
Technical term (jargon)	a word with an exact meaning inside one workplace or field	“oedema” at Harbourview Dental; “consignment” at Riverway Freight
Abbreviation	a shortened form of a word or phrase. An <i>initialism</i> is said letter by letter (“PPE”). An <i>acronym</i> is said as a word — for example, the council’s invented youth program	“PPE”, “RTB”, “0600” at Riverway Freight

Form	What it is	Example from this section
	LEAP (Learn, Earn And Participate)	
House coinage	a name the group invents for its own things, jobs or rules	“flagging early” at Riverway Freight; “the Soil Hotel” at Muddy Boots
House style	the wording habits a group decides on, often written down in a <i>style guide</i> (a document that sets out how the group wants its texts written) or a <i>tone of voice</i> card (a short guide to how the group wants to sound). A common house rule is <i>plain English</i> : wording an ordinary reader can understand the first time	“Say ‘we’ll sort it’, not ‘a resolution will be actioned’”
Careful wording	rule words (<i>must, should, may</i> — called modal verbs because they show how firmly an organisation is speaking); <i>hedges</i> (words that leave room, such as “typically” or “may”); and <i>euphemisms</i> (softer words for harder ideas — “tenderness” instead of “pain”)	Fernhill’s bin rules; Harbourview’s aftercare reminder

One group, many registers. *Register* means the level of formality of language. One organisation can use many registers: a council’s legal notice, its library signs and its friendly posters may carry the same facts in three different levels of formality. Same organisation, same facts — different wording for different readers and purposes.

Insiders and outsiders. An *insider* is a member of the group — a worker, a volunteer, a regular. An *outsider* is anyone else — a new starter on day one, a customer, a patient, a resident. The wording that speeds up insiders can slow down or exclude outsiders. A sign that says “PPE mandatory in yard” is clear to staff; a visitor has to guess. Good organisations bridge the gap: they *gloss* hard terms at first use (a gloss is a short explanation, often in brackets), keep a *glossary* (a list of terms and their meanings), publish plain-English versions of important notices, and train staff to explain. (Chapter 1 of this book practises using text features such as headings and indexes to locate information — a glossary works the same way: it is a find-it-fast place to look first.)

Decoding house words. When an unfamiliar word stops you in an organisational text, do not skip it. Use three moves:

Strategy — three moves for an unfamiliar house word.

1. **Look inside the sentence.** Definitions hide in brackets, after “means”, after “that is”, or in the next sentence. These are *context clues* — the surrounding words that reveal a meaning.
2. **Look at the document’s furniture.** Headings, boxes, glossaries and “more information” panels. Skim the layout before you struggle with the prose.
3. **Log it and check it.** Keep a personal word list in note form: the word, your guess at its meaning, and where you checked. If the text never says, ask someone or check the organisation’s website.

What tasks on this topic ask you to do. Most tasks are built from the same pieces:

- **Identify the feature** — point at the exact words.
- **Name its kind** — technical term, abbreviation, house coinage, house-style choice, or careful wording.
- **Explain the purpose** — the job it does: speed, precision, belonging, legal care or image — for the group, for the reader, or both.
- **Decode** — use context clues or a glossary to state what a house word means.
- **Judge the fit** — is the wording right for the actual reader (a new starter, a worried patient, a resident who finds formal English hard)?

- **Rewrite** — turn insider wording into plain English without losing the rule.

A full-mark answer usually does three things at once: it quotes the exact words, it names the kind of feature, and it ties the purpose to a reader or a job. You can build almost any answer in this section on this frame:

The text uses “_____”. This is _____ (kind of feature). It helps the organisation _____ (purpose), but a reader who does not know the word might _____ (effect on the reader).

Watch out — jargon is not automatically bad. Between experts, house words are quick and precise. The problem is using them with outsiders without a gloss. When you judge a text, ask “who is this for?” first. A freight run sheet full of short forms is good writing for its drivers; the same wording on a public noticeboard is not.

Watch out — one short form, different meanings. A short form’s meaning is set by the group that uses it. The letters “FSD” might mean one thing on a run sheet and something completely different on a council poster. Each meaning is correct inside its own organisation. Never carry a meaning from one group’s text into another group’s text — check.

Watch out — friendly is not weak. A warm tone does not make a rule optional. “Please pop your bin out by 6 am — thanks!” still carries a requirement if the policy behind it says *must*. Judge how binding a rule is by its rule words (must, should, may), not by how warm the sentence feels.

Worked examples

Example 1 — scaffolded

Task. Read Stimulus A. Identify three features of Riverway Freight’s own use of language and explain the purpose of each feature. (6 marks)

Stimulus A — Riverway Freight: new-starter note.

Welcome to the team! Your first shift starts at 0600 in the yard.

Collect your PPE from the store before your first dock job: hi-vis vest, steel-cap boots, gloves. No PPE, no dock work — that is a hard rule.

Drivers collect a run sheet from the desk each morning. Check your consignment numbers against the manifest before you drive out.

Running late? Phone the dock boss straight away. We call this “flagging early”. Nobody gets in trouble for flagging early — hiding a delay is treated far more seriously.

Fridays: BBQ from 12.30. Your fuel card is in your locker.

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

Working	Comment
Raw list: 0600 · PPE · hi-vis · run sheet · consignment · manifest · dock boss · “flagging early” · “No PPE, no dock work”	Step 1 — Skim the note once and list every word or phrase that a person outside the company would not know or use. Do not choose yet; just collect. Note form is fine at the planning stage — full sentences come later.
Sorted by kind: abbreviation — PPE; industry terms — run sheet, consignment, manifest, hi-vis; house names — dock boss, “flagging early”; wording habits — 0600 for 6 am, clipped rule “No PPE, no dock work”	Step 2 — Group your list by kind of feature. Naming the kind shows you understand how house language is built, not just that you spotted odd words.
Chosen three: PPE (abbreviation) · “flagging early” (house coinage) · consignment/manifest (industry terms)	Step 3 — Pick three you can explain well. Spread them across kinds: three abbreviations would show less than three different kinds do.
The note uses the abbreviation “PPE” instead of spelling out “personal protective equipment”. On a busy first morning the short form is quicker to read, and it matches the signs around the yard. The note ties the word straight	Step 4 — Build each point with the frame: feature → exact words → the job it does. Tie the purpose to one of the five reasons (speed, precision, belonging, legal care,

Working	Comment
to a hard rule — “No PPE, no dock work” — so a new worker learns the term and its consequence together.	image). This point is speed plus safety.
“Flagging early” is a house coinage — a name the company invented for ‘report a delay at once’. Purpose: it makes honesty sound like team behaviour rather than trouble-making, so drivers phone in early instead of hiding a problem.	Step 5 — For a house coinage, explain the feeling as well as the meaning. Why did this group wrap this idea in its own name? Here the coinage softens a hard message and builds belonging. Notice the nested quoting: double quotes outside for the quoted term, single quotes inside for its meaning.
“Consignment” and “manifest” are industry terms with exact meanings in freight: a consignment is a batch of goods being carried, and a manifest is the list of what is on the truck. Purpose: precision — each word names one specific thing, so the driver checks the right paperwork before leaving. An outsider would need a gloss; inside the yard the terms prevent mistakes.	Step 6 — For technical terms the purpose is usually precision. Notice the two-sidedness too: the same words that prevent mistakes for insiders would confuse an outsider. Saying both halves shows judgement, and that earns top marks.
Assembled response — see below.	Step 7 — Assemble your three points into the final response. Each point: feature + kind + purpose. Six marks = three features, each with its purpose attached.

Assembled response (6 marks):

The Riverway Freight note is full of the company’s own words. First, it uses the abbreviation “PPE” instead of “personal protective equipment”; the short form is quicker to read on a busy first morning and matches the signs around the yard, and the clipped rule “No PPE, no dock work” ties the new word straight to a safety consequence. Second, “flagging early” is a house coinage for reporting a delay at once; the invented name makes honesty sound like team behaviour, so drivers phone in early rather than hide a problem. Third, industry terms such as “consignment” and “manifest” give exact names to the goods and to the truck’s load list, so a driver checks the right paperwork — precision that insiders need, although an outsider would need both words glossed.

Word count: 130 words.

Example 2 — scaffolded

Task. Read Stimulus B. Explain what each of the words *must*, *should* and *may* tells a reader about the rule it sits in (3 marks), and explain why the council writes “may fine” rather than “will fine” (2 marks).

Stimulus B — Fernhill City Council: green-waste service rules.

Subscribers must place their green-waste bin at the kerb by 6 am on collection day.

Subscribers should rinse soil off garden waste where possible.

Severe weather may delay a collection. The council may fine subscribers for bins that contain general rubbish.

Subscribers with large gardens may request a second bin at the customer-service desk.

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

Working	Comment
Rule words located: must (line 1) · should (line 2) · may (lines 3, 4 and 5)	Step 1 — Find the small words that carry the rules. In organisational texts, must, should and may are called modal verbs: they tell the reader how firmly the organisation is speaking. For this task they are the whole answer, so locate every one first.
must = required, no choice: “Subscribers must place their green-waste bin at the kerb by 6 am.” A subscriber	Step 2 — Start with the strongest word. Must marks a requirement. Frame each point: the word + what it tells

Working	Comment
who skips this has broken a rule.	the reader + what follows if it is ignored.
should = recommended, not required: rinsing soil off is good practice, and “where possible” leaves room — a subscriber who cannot rinse has not broken a rule.	Step 3 — Should gives advice, not an obligation (an obligation is something you are required to do). Notice the hedge “where possible” softening it further. A council that wanted rinsing to be a rule would have written must.
may has two jobs here. Possibility: “Severe weather may delay a collection”; “The council may fine subscribers”. Permission: “Subscribers ... may request a second bin”. In every case the council states what can happen or what is allowed — never what is guaranteed.	Step 4 — May is the hardest of the three. It can point at a possibility, or it can give the reader permission. Sort out which job each may is doing. One mark for each modal verb explained — for may, cover both jobs.
“may fine” rather than “will fine”: may keeps the council’s options open — a fine is possible, not promised, so an officer can use judgement (a first warning, say). “Will fine” would commit the council to fining every time and would allow no exceptions.	Step 5 — Now the ‘why’. Two marks = two reasons: (1) legal care — the council does not promise a penalty it might choose not to apply; (2) flexibility and fairness — case-by-case judgement stays open.

Assembled response (5 marks):

In the council’s rules, must marks a requirement: subscribers have to put their bin at the kerb by 6 am. Should marks a recommendation: rinsing soil off is good practice, and “where possible” leaves room for subscribers who cannot. May does two jobs — it states possibilities (“severe weather may delay a collection”; the council “may fine”) and it gives permission (“may request a second bin”). The council writes “may fine” rather than “will fine” for two reasons. First, legal care: it does not promise a penalty it might choose not to apply. Second, flexibility: officers can judge each case — a first warning, say — instead of an automatic fine.

Word count: 108 words.

Example 3 — unscaffolded

Task. Read Stimulus C. Explain how the sheet mixes technical and everyday wording, and what each kind does for the reader. (4 marks)

Stimulus C — Harbourview Dental Clinic: after an extraction.

After your extraction (removal of the tooth), bite down firmly on the gauze pad — the small square of dressing — for 30 minutes. This helps a blood clot form and healing begin.

Some patients notice mild oedema (swelling) of the cheek for a day or two. A cold pack against the skin helps.

If bleeding will not stop, phone the clinic. Do not rinse your mouth on the day of the procedure.

Your dentist may recommend a follow-up visit to check the socket — the space where the tooth was.

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

Model response (4 marks):

The sheet mixes two registers on purpose. Technical terms — “extraction”, “gauze”, “oedema”, “socket”, “procedure” — are the precise names the clinic uses in its records and between its staff, and using them here teaches patients the words they will need at a follow-up visit or on the phone. But every hard term arrives with a gloss: “oedema (swelling)”, “the socket — the space where the tooth was”. The everyday wording carries the actions: “bite down firmly”, “phone the clinic”, “a cold pack helps”. So the technical words keep the sheet precise while the plain words and glosses keep a worried patient safe and informed. The clinic gets precision and care in one document — and it quietly teaches outsiders its own language at the same time.

Takeaway: when an organisation writes for outsiders, watch for the gloss — brackets, dashes and “means” are the bridge it builds between its own language and yours.

Word count: 123 words.

Example 4 — unscaffolded

Task. Stimulus D contains two Fernhill City Council texts about the same road closure. Identify two differences between the language of the public notice and the language of the community flyer, and explain the purpose of each difference. (4 marks)

Stimulus D — Fernhill City Council: two texts, one road closure.

Public notice: Fernhill City Council (“the Council”) gives notice that Bell Street, between Dover Lane and the railway crossing, will be closed to vehicular traffic on week days between the hours of 9.00 am and 3.00 pm, commencing 2 March 2026, for the purposes of drainage renewal. Affected persons may lodge a written objection with the Coordinator — Infrastructure, in accordance with the Council’s Public Notices Policy, within 14 days of the date of this notice.

Community flyer: Bell Street closed for a fortnight — we’re fixing the drains! From Monday 2 March, Bell Street is closed to traffic between Dover Lane and the railway line, week days 9 am–3 pm. Follow the detour signs. Shops stay open — come in from Dover Lane. Questions? Phone our team on 5555 0100.

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

Model response (4 marks):

Difference one is voice and naming. The notice calls the organisation “Fernhill City Council (“the Council”)” and uses impersonal, formal patterns — “gives notice that”, “affected persons”; the flyer says “we’re fixing the drains!” and “phone our team”. Purpose: the notice is a legal record, so the quoted short name pins down exactly who is acting and the formal wording marks its official standing, while the flyer builds a friendly relationship with residents. Difference two is vocabulary. The notice uses “vehicular traffic”, “commencing” and “lodge a written objection in accordance with”; the flyer uses “traffic”, “from Monday” and “questions?”. Purpose: the notice must match the council’s Public Notices Policy and leave no doubt about the 14-day objection process, while the flyer’s plain words reach every resident at a glance — including readers who find formal English hard.

Takeaway: one organisation, two registers — the same facts dressed for a legal file and for a letterbox. Name the exact words on each side, and tie each difference to its reader and purpose.

Word count: 135 words.

Practice questions

Scaffolded

Every stimulus in these questions is synthetic — written for this book. Each new document carries a note at its first appearance.

Question 1 (2 marks)

Read Stimulus E. Identify one word or phrase from the newsletter that a new member might not know, and one clue in the text that reveals its meaning.

Stimulus E — Muddy Boots Community Garden: September newsletter.

Working bee this Saturday, 9 am: we'll mulch the front plots and mend the fence. Bring gloves.

Plot holders: spring fees are due. Drop them in the tin at the swap table, or pay online.

The swap table is for seedlings, seeds and clean pots — take one thing, leave one thing.

New here? A working bee is a morning when everyone turns up and the big jobs get done together. Come along, say hello to Marg, and you will get a plot tour and a seedling starter pack.

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

Use this frame:

A new member might not know _____. The clue is _____, which shows the word means _____.

Question 2 (2 marks)

Using Stimulus E again, explain one way the newsletter's wording makes readers feel part of the group.

Use this frame:

The newsletter uses _____. This makes readers feel _____ because _____.

Question 3 (4 marks)

Match each example to its kind of language feature. Choose from: abbreviation · house coinage · technical term · careful wording. Each kind is used exactly once.

#	Example	Kind (write one from the list)
1	The Riverway Freight store sign says “PPE stays in the yard”.	
2	Riverway drivers “flag early” when they are running late.	
3	Harbourview’s sheet says “oedema (swelling)”.	
4	Fernhill’s rules say the council “may fine” subscribers.	

Question 4 (2 marks)

Read Stimulus F. State one thing a member must do, and one thing a member may choose to do.

Stimulus F — Fernhill City Council: library notice.

Members may borrow up to 30 items at one time. Items must be returned by the due date. Members should keep their email address up to date so renewal reminders arrive. The library may charge a replacement fee for lost items.

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Use this frame:

A member must _____. A member may _____.

Question 5 (3 marks)

Read Stimulus G.

Stimulus G — Riverway Freight: text message to drivers, with the casual-driver glossary.

Team — TMRW’s Hartfield run is a 2-drop with a tailgate lift at stop 2. RTB by 1500 for debrief. Flag early if the loader’s off.

Casual-driver glossary: TMRW = tomorrow · 2-drop = a run with two delivery stops · tailgate lift = the lifting platform at the rear of the truck · RTB = return to base · debrief = a short end-of-run talk · loader = forklift · off = out of service · 1500 = 3.00 pm (24-hour clock)

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

- Explain what this message shows about how Riverway Freight communicates inside the company. (1 mark)
- Rewrite the message in plain English for a casual driver on their first day. Keep every fact. (2 marks)

Question 6 (2 marks)

Read Stimulus H. Identify one softened word or phrase in the reminder and state the plainer idea it stands for.

Hint: a euphemism is a softer or indirect way of saying something that might worry or embarrass people.

Stimulus H — Harbourview Dental Clinic: aftercare reminder.

After your procedure you may notice some tenderness around the site. This is common and usually settles within a day. A cold pack helps. If the tenderness does not settle, phone us — our team is always happy to help.

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Use this frame:

The reminder says _____ instead of _____. This softens the message for the patient because _____.

Un scaffolded

Question 7 (2 marks)

Read Stimulus I. Identify two features of Riverway Freight’s own use of language on the sign and state the purpose of each.

Stimulus I — Riverway Freight: store-room sign.

STORE RULES

Sign the gear-out board before taking anything.

PPE stays in the yard — do not move it to the trucks.

No personal gear on the charge bench.

Report cracked or faulty gear to the dock boss, same shift.

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

Question 8 (3 marks)

Read Stimulus J. Explain one difference between the language of the staff memo and the language of the waiting-room poster, and explain why the clinic writes differently for staff and for patients.

Stimulus J — Harbourview Dental Clinic: one rule, two texts.

Staff memo: All clinical staff must log sterilisation cycles in the autoclave register (the sterilising machine’s log) before EOD (end of day). Non-compliance (not following this rule) will be raised at the monthly clinical meeting.

Waiting-room poster: Your safety comes first. Every instrument we use is cleaned twice and checked before it meets you.

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

Question 9 (2 marks)

At Riverway Freight, the letters “FSD” on a run sheet mean ‘fuel safety docket’. On a poster at Fernhill City Council’s family-health service, “FSD” means ‘family support day’.

Explain what this pair of examples shows about organisational language, and state what a reader should do when they meet an unfamiliar short form.

Question 10 (2 marks)

Muddy Boots Community Garden calls its compost system “the Soil Hotel”. It calls its newsletter “The Boot”.

Explain what house names like these do for a volunteer group.

Question 11 (3 marks)

Read Stimulus K. Identify three terms from the notice that belong in a plain-English glossary for new residents, and explain why each one needs a definition.

Stimulus K — Fernhill City Council: rates notice information.

Rate notices for 2026–27 will be issued in July. Ratepayers may apply for a payment arrangement if paying in full causes hardship. To apply, complete Form FH-12 and book a consultation with a Revenue Officer. Concession cardholders should check eligibility for the Fair Rates Rebate before the first instalment falls due.

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

Question 12 (3 marks)

Read Stimulus L.

Stimulus L — Riverway Freight: tone-of-voice card for desk staff.

Speak like a person, not a policy.

Say “we’ll sort it”, not “a resolution will be actioned”.

Use the caller’s name.

Explain first, fix second — never blame the weather.

On the phone and in writing: plain words, short sentences, no trucking jargon with customers.

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

a. Explain what a tone-of-voice card is for. (1 mark)

b. Identify one rule from the card and explain how it shows the way Riverway Freight wants to sound to customers. (2 marks)

Question 13 (5 marks)

Read Stimulus M.

Stimulus M — four lines from Riverway Freight texts.

- Shift starts 0600. Hi-vis mandatory in the yard.
- Please wear bright clothing that drivers can see if you are on site before 7 am.
- Debrief moved to the smoko room — 1530.
- Your tour guide will meet you at the front desk.

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

a. For each line (a–d), state whether it is written for an insider or for an outsider. (4 marks)

b. Justify one of your answers with a language feature from that line. (1 mark)

Question 14 (3 marks)

Read Stimulus N.

Stimulus N — Fernhill City Council: service notice.

Residents are advised that in the event of a suspension of the normal collection schedule, alternative disposal arrangements will be communicated via the usual channels.

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

- a. State one feature of this sentence that makes it hard for ordinary residents to read. (1 mark)
- b. Rewrite the sentence in plain English for a community noticeboard. Keep the meaning. (2 marks)

Question 15 (4 marks)

Read Stimulus O. Identify two careful wording choices (hedges) in the letter and explain what each one allows the clinic to do.

Stimulus O — Harbourview Dental Clinic: treatment-plan letter.

Following your assessment, the dentist may recommend a crown for the back tooth. Healing typically takes around seven days, although individual outcomes vary. A follow-up review would ordinarily be booked at the two-week mark. If you wish to proceed, our desk will explain the fee schedule and payment options.

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 (4 marks)

Read Stimulus P.

Stimulus P — two ways of writing times.

Riverway Freight shift board: Day shift 0600–1430 · Back shift 1430–2300

Fernhill City Council library door sign: Open weekdays 9 am–5 pm · Saturday 10 am–2 pm

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

- a. State the difference between the two ways of writing times. (1 mark)
- b. Explain why Riverway Freight uses the 24-hour clock. (1 mark)
- c. Explain what each choice assumes about the organisation's readers. (2 marks)

Question 17 (5 marks)

Read Stimulus Q. Explain how the induction page develops Riverway Freight's own use of language. Use at least three examples from the page, and say what each example does for the company and for its new workers. Write about 100 words.

Strategy: predict from the heading before you read — an induction page will be full of house words, so read looking for them. A quick mind map (feature → kind → purpose) is a good way to plan your three examples.

Stimulus Q — Riverway Freight: induction page, first fortnight.

Welcome to Riverway Freight.

Week 1: safety induction — PPE issue, yard rules, emergency muster point (the spot where everyone gathers if the alarm sounds). You will be paired with a mentor driver for your first 2-drop runs.

All new staff must complete the e-learn modules before solo driving. Modules should take about 90 minutes in total.

Run sheets come from the desk each morning. Drivers may swap runs with a workmate, but only with the dock boss's OK — log every swap on the board.

Pay facts: penalty rates (higher pay for weekend shifts) apply on Saturdays and Sundays. Leave is by application in the staff portal.

House words you will hear daily: flag early (tell us about a delay straight away) · the board (the swap log) · gear (equipment) · 0600 (6 am — shift start).

Questions? The dock boss is never too busy. That is a Riverway rule.

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)

Read Stimulus R. The letter goes to every Fernhill resident — including new arrivals and people who find formal writing hard.

Stimulus R — Fernhill City Council: letter to residents.

New green-waste service — information for ratepayers

Commencing 1 March 2026, the Kerbside Organics Framework will be implemented across the municipality. Ratepayers are advised that contaminated streams will attract a disposal surcharge in accordance with the Framework's Schedule of Fees. Enquiries regarding bin allocation should be directed to the Asset & Environment Directorate via the eServices portal. Non-presentation of receptacles on the designated day may result in a missed collection. The Council anticipates that adoption of the Framework will deliver improved resource-recovery outcomes.

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

- a. Evaluate whether the letter's language suits its readers. Use two features of the letter in your answer. Write about 80 words. (3 marks)
- b. Choose two sentences from the letter and rewrite each one in plain English. Keep the rule or fact in each. (2 marks)
- c. State one reason a council sometimes still chooses formal wording. (1 mark)

Answers

Q1. Identify + state (2). One insider word or phrase from Stimulus E (e.g. “working bee”; “plot holders”; “swap table”; “mulch”); one in-text clue that reveals its meaning (e.g. the newsletter’s own definition of a working bee — “a morning when everyone turns up and the big jobs get done together”; “take one thing, leave one thing” for the swap table).

Q2. Explain (2). One belonging feature (the “we”/“we’ll” voice that includes the reader; the direct “New here?” welcome; first-name friendliness — “say hello to Marg”; the shared-rule wording “take one thing, leave one thing”) + how it makes readers feel part of the group.

Q3. Match (4). 1 abbreviation; 2 house coinage; 3 technical term; 4 careful wording.

Q4. State (2). Must: return items by the due date. May (the member’s choice): borrow up to 30 items at one time.

Q5. Explain + rewrite (3). a. Insider short forms, numbers and house phrases assume shared knowledge — fast for trained drivers, opaque to anyone else; the glossary exists because casual drivers are near-outsiders. b. A plain-English rewrite keeping every fact: tomorrow, Hartfield, two delivery stops, tailgate lift at stop 2, return to base by 3.00 pm, short end-of-run talk, report the forklift out of service early.

Q6. Identify + state (2). One softened word or phrase (“tenderness”; “the site”; “settles”; “procedure”) + the plainer idea it stands for (pain or soreness; the place where the tooth was removed; gets better or goes away; operation or extraction).

Q7. Identify + state (2). Any two features with a purpose each: “gear-out board” (house name for the sign-out log — everyone knows which board); “PPE” (abbreviation — speed); “charge bench” (house place name — precision); “dock boss” (in-house role name — everyone knows who to tell); “same shift” (workplace time convention — urgency); clipped rule style (sign wording — quick to read).

Q8. Explain (3). One difference: the memo uses insider technical register (“sterilisation cycles”, “autoclave register”, “EOD”, “non-compliance”) plus the rule word must; the poster uses warm plain wording (“cleaned twice”, “meets you”, “your safety comes first”). Why: staff need precise, binding, checkable wording; patients need reassurance in words they know. Two registers for two audiences.

Q9. Explain + state (2). A short form’s meaning is set by the group that uses it — the letters alone carry no meaning, so the same letters can mean different things in different organisations. A reader should not assume: check the group’s glossary, text or website, or ask someone inside the group.

Q10. Explain (2). House names build identity and belonging; the playful names make the group feel friendly and welcoming rather than corporate; they make the compost system and newsletter easy to remember and give members shared words.

Q11. Identify + explain (3). Any three terms with a reason each: “rate notice” / “ratepayer” (council-specific money words); “payment arrangement” / “hardship” (formal senses a new resident may not know); “Form FH-12” (house form number — meaningless to outsiders); “Revenue Officer” (in-house role title); “concession cardholder” (assumes knowledge of government concession cards); “Fair Rates Rebate” (council program name); “instalment” / “falls due” (formal wording for a part-payment and its deadline). Each needs a definition because the notice goes to residents who have never met council language before.

Q12. Explain + identify (3). a. A tone-of-voice card sets out how the group wants to sound and how staff should word things for particular readers — it makes wording a decided house style instead of each person’s habit. b. Any rule + what it shows (e.g. the say/don’t-say pair shows Riverway wants to sound human, direct and plain-spoken with customers, never like a policy document).

Q13. State + justify (5). a. a insider; b outsider; c insider; d outsider. b. One justification with a language feature (e.g. line a uses “0600” and “mandatory” — workplace short forms staff know; line b spells the same idea out for visitors — “bright clothing that drivers can see”).

Q14. State + rewrite (3). a. One difficulty feature: the passive opening “Residents are advised” (hides who is speaking); abstract noun phrases (“suspension of the normal collection schedule”, “alternative disposal

arrangements”); the vague “usual channels”; one long sentence. b. A plain rewrite keeping the meaning (e.g. “If bin collection is cancelled, we will tell you what to do with your waste. Watch this noticeboard and the council website for updates.”).

Q15. Identify + explain (4). Any two hedges with what each allows: “may recommend” (leaves the choice with the patient and room for clinical judgement); “typically takes around seven days” (states a usual time without promising it); “although individual outcomes vary” (covers unusual cases); “would ordinarily be booked” (normal practice, not a fixed commitment); “if you wish to proceed” (puts the decision with the patient). Each hedge lets the clinic avoid promising outcomes it cannot guarantee and keep case-by-case room.

Q16. State + explain (4). a. Riverway writes times on the 24-hour clock (0600–1430); the library uses everyday am/pm wording. b. The 24-hour clock removes am/pm mistakes across rotating shifts and matches workplace systems. c. Riverway assumes trained staff who work to the clock convention; the council assumes the general public — including children and visitors — and chooses the wording everyone reads without training. Each time style is a house-style choice that reveals the intended reader.

Q17. Explain (5) — extended. Assessment route: three or more examples named with their kinds (abbreviation/industry term, house coinage, rule words, tone); a purpose for each tied to both the company and the new worker; organised prose of about 100 words. Plan skeleton: topic line (the page hands new workers the company language on day one) → example 1 + purpose → example 2 + purpose → example 3 + purpose → closing line (what the mix achieves). See the fully-worked solution for a model.

Q18. Evaluate + rewrite + state (6) — extended. Assessment route: a judgement on fit supported by two named features of the letter; two plain-English rewrites that keep each rule or fact intact; one reason formal wording is sometimes still needed. Plan skeleton: verdict → feature 1 (insider/legal vocabulary) + effect on the reader → feature 2 (house names or hidden actors) + effect → rewrites → reason (legal precision or consistent records). See the fully-worked solution for a model.

Fully-worked solutions

Command terms in this section: **identify** — point at or name directly; **state** — give briefly, without elaboration; **explain** — make the reason clear (how or why); **justify** — back your choice with evidence from the text; **evaluate** — make a judgement (does it work? for whom?) supported by named evidence; **rewrite** — put the wording in your own plain words while keeping the meaning and the rule intact; **match** — pair each example with the correct label.

Question 1 (2 marks) — *Identify: name it directly; the clue is the part of the text that reveals the meaning.*

Model answer: A new member might not know “working bee”. The clue is the newsletter’s own definition — “a working bee is a morning when everyone turns up and the big jobs get done together” — which shows the phrase means a group work morning.

Other fully creditable answers: “swap table”, with the clue “for seedlings, seeds and clean pots — take one thing, leave one thing”; “plot holders”, with clues “spring fees are due” and “plot tour”; “mulch”, with the fence-and-garden context. Any word plus a genuine in-text clue earns both marks.

Common errors: choosing an everyday word (“gloves”, “Saturday”) that needs no clue; or naming a clue that does not actually reveal the meaning.

Question 2 (2 marks) — *Explain: make the reason clear.*

Model answer: The newsletter uses “we’ll” — “we’ll mulch the front plots and mend the fence”. This makes readers feel part of the group because the garden speaks as one “we” that already includes the reader: the work belongs to everyone, not to an office giving instructions.

Other fully creditable answers: the direct welcome “New here?”; first-name friendliness (“say hello to Marg”); the shared-rule wording “take one thing, leave one thing”, which sounds like a group habit rather than a regulation.

Question 3 (4 marks) — *Match: pair each example with one label.*

Model answer: 1 abbreviation (“PPE” is said letter by letter — an initialism) · 2 house coinage (“flag early” is Riverway’s invented name for reporting a delay) · 3 technical term (“oedema” is the clinical word, glossed for patients) · 4 careful wording (“may fine” leaves the council room to decide).

Marker’s note: each kind is used exactly once; if two of your answers share a kind, one of them is wrong.

Question 4 (2 marks) — *State: give briefly.*

Model answer: A member must return items by the due date. A member may borrow up to 30 items at one time.

Common errors: using “The library may charge a replacement fee” for the may-part — that may states what the library might do, not what the member may choose to do; or listing the should-item (“keep their email address up to date”) as a must.

Question 5 (3 marks) — *Explain: make the reason clear. Rewrite: plain words, every fact kept.*

Model answer:

a. The message is built from short forms, numbers and house phrases — “TMRW”, “2-drop”, “RTB”, “1500”, “flag early”, “the loader’s off”. That is insider wording: quick for trained drivers, and it assumes everyone shares the same knowledge. The casual-driver glossary shows the company knows near-outsiders need a bridge.

b. Tomorrow’s run to Hartfield has two delivery stops. At stop 2 you will use the truck’s tailgate lift — the lifting platform at the rear. Return to base by 3.00 pm for a short team talk. Phone the dock boss early if the forklift is out of service.

Marker’s note: part b is marked on two things: every fact kept (day, destination, two stops, lift at stop 2, 3.00 pm return, talk, forklift report) and no unexplained insider word left standing.

Common errors: a rewrite that drops a fact to make the sentence shorter; or an answer to part a that says “the message is confusing” without naming the feature that confuses.

Question 6 (2 marks) — *Identify + state: name the softened word and the plain idea behind it.*

Model answer: The reminder says “tenderness” instead of “pain”. This softens the message for the patient because “pain” sounds alarming, while “tenderness” suggests something mild and normal that will pass.

Other fully creditable answers: “the site” instead of ‘the place where the tooth was removed’; “settles” instead of ‘gets better’ or ‘goes away’; “procedure” instead of ‘operation’ or ‘extraction’.

Question 7 (2 marks) — *Identify + state: two features, each with a purpose.*

Model answer: The sign uses the house name “gear-out board” for the sign-out log; its purpose is speed and precision — every worker knows exactly which board to sign. It also uses “same shift” (“report cracked or faulty gear ... same shift”), a workplace time convention whose purpose is urgency: the report happens before the shift ends, not “soon”.

Other fully creditable answers: “PPE” (abbreviation — speed, matches the yard’s other signs); “charge bench” (house place name — precision about where personal gear must not go); “dock boss” (in-house role name — everyone knows who to tell); the clipped rule style with no “please” (sign register — short and quick to read).

Common errors: naming a feature but no purpose (half an answer); or listing more than two features with no purposes — two complete beats earn the marks, three half-answers do not.

Question 8 (3 marks) — *Explain: one difference, then the reason for the two registers.*

Model answer: The memo is written in insider technical language — “sterilisation cycles”, “autoclave register”, “EOD”, “non-compliance” — and carries the rule word must; the poster is written in warm plain words — “cleaned twice”, “checked before it meets you”, “your safety comes first”. The clinic writes differently because the two readers need different things: staff must follow a precise, binding, checkable procedure, so the memo is exact and leaves no room; patients need reassurance, and procedural detail in clinical words would worry rather than comfort them. One organisation, two registers, two audiences.

Common errors: describing the two texts but never saying why the clinic writes differently — the ‘why’ is where most of the marks are.

Question 9 (2 marks) — *Explain + state: the pattern, then the reader’s move.*

Model answer: The examples show that a short form’s meaning is set by the group that uses it: the letters “FSD” carry no meaning by themselves, so Riverway’s “fuel safety docket” and the council’s “family support day” are both correct inside their own organisation. A reader who meets an unfamiliar short form should not assume a meaning from another context — they should check that group’s glossary, text or website, or ask someone inside the group.

Marker’s note: one mark for the pattern (meanings are group-set / vary between organisations), one for the checking move.

Question 10 (2 marks) — *Explain: what house names do for the group.*

Model answer: House names like “the Soil Hotel” and “The Boot” build the group’s identity and a sense of belonging. The playful names make the garden feel friendly and welcoming rather than corporate, make the compost system and newsletter easy to remember, and give members shared words that mark them as part of the group.

Question 11 (3 marks) — *Identify + explain: three terms, each with a reason it needs a definition.*

Model answer: “Rate notice” needs a definition because it is council-specific money wording — a new resident may have never received one and will not know it is the yearly bill for council services. “Form FH-12” needs one because it is a house form number that means nothing to anyone outside the council. “Concession cardholder” needs one because it assumes the reader knows what a concession card is — a card showing the holder receives a government pension or benefit and qualifies for discounts — and a new arrival may not.

Other fully creditable answers: “ratepayer”; “payment arrangement”; “hardship” (its formal sense); “consultation”; “Revenue Officer”; “Fair Rates Rebate”; “instalment”; “falls due”. Any three terms with genuine reasons earn full marks.

Question 12 (3 marks) — *Explain (a); identify + explain (b).*

Model answer:

a. A tone-of-voice card sets out how the group wants to sound and how staff should word things for particular readers, so every phone call and email comes out in the same decided house style instead of each person’s own habit.

b. The rule “Say ‘we’ll sort it’, not ‘a resolution will be actioned’” shows Riverway wants to sound human, direct and plain-spoken with customers. The say/don’t-say pair names the exact words to avoid — stiff policy language — so even a new desk worker can hear the house voice.

Other fully creditable answers for b: “Speak like a person, not a policy” (warm, human, not bureaucratic); “Use the caller’s name” (personal); “Explain first, fix second — never blame the weather” (takes responsibility, solutions first); “plain words, short sentences, no trucking jargon with customers” (insider words stay inside).

Question 13 (5 marks) — *State (a); justify with a language feature (b).*

Model answer:

a. a — insider · b — outsider · c — insider · d — outsider.

b. Line a is for insiders because it uses workplace short forms and rule words without glosses — “0600”, “hi-vis”, “mandatory” — which trained staff know but a visitor probably would not.

Other fully creditable justifications: line c’s “debrief”, “smoko room” and “1530” are in-house names and 24-hour times; line b spells the same safety idea out for visitors (“bright clothing that drivers can see”); line d addresses a visitor directly with everyday words (“your tour guide”, “front desk”).

Marker’s note: the justification must name an actual feature from the chosen line, not just repeat “it sounds like it is for staff”.

Question 14 (3 marks) — *State (a); rewrite (b): plain words, meaning kept.*

Model answer:

a. The sentence hides its actors and actions in formal noun phrases — “a suspension of the normal collection schedule”, “alternative disposal arrangements” — and opens with the passive “Residents are advised”, which never says who is advising. “The usual channels” is vague: a resident cannot tell where to look.

b. If bin collection is cancelled, we will tell you what to do with your waste. Watch this noticeboard and the council website for updates.

Other fully creditable rewrites: any version that keeps all three ideas (collection may be cancelled; the council will communicate what to do instead; where to watch) in plain, active wording.

Common errors: a rewrite that drops the “usual channels” idea, or that keeps “arrangements” and “schedule” — formal words in a plain-English answer lose the mark.

Question 15 (4 marks) — *Identify two hedges; explain what each allows.*

Model answer: The letter says healing “typically takes around seven days”. The hedges “typically” and “around” let the clinic state the usual healing time without promising it — if a patient heals slowly, the clinic has not broken a guarantee. The letter also says the dentist “may recommend a crown”: may leaves the choice open, so the recommendation stays the dentist’s clinical judgement and the decision stays with the patient, rather than becoming something the clinic has committed to.

Other fully creditable answers: “although individual outcomes vary” (explicitly covers unusual cases); “would ordinarily be booked” (normal practice, not a fixed rule); “if you wish to proceed” (puts the decision with the patient). Any two hedges, each with what it allows the clinic to do — avoid promising outcomes, keep case-by-case room, protect the clinic when things differ.

Marker’s note: “fee schedule” is insider vocabulary rather than a hedge — it earns nothing here, though it would in Question 11-style tasks.

Question 16 (4 marks) — *State (a); explain (b, c).*

Model answer:

a. Riverway writes times on the 24-hour clock (“0600–1430”), while the library sign uses everyday am/pm wording (“9 am–5 pm”).

b. The 24-hour clock removes any am/pm confusion across rotating day and back shifts, and it matches the timekeeping systems the trucks and dock run on.

c. Riverway’s choice assumes its readers are trained staff who already work with the convention — the board is for insiders. The council’s choice assumes its readers are the general public, including children, families and visitors, so it uses the wording everyone can read without training. Each time style is a house-style decision that shows who the organisation thinks its reader is.

Question 17 (5 marks) — *Explain — extended. Name at least three examples with their kinds, and tie each to the company and to the new worker.*

Model answer:

Riverway's induction page hands new workers the company's own language on day one. It introduces abbreviations and industry terms at once — "PPE", "muster point", "2-drop", "e-learn modules" — so new staff learn the fast insider forms in week one; for the company this means safety and run instructions can be given quickly and precisely. It states rules in modal verbs — modules *must* be finished before solo driving, runs *may* be swapped only with the dock boss's OK — so workers know exactly what is required, advised and allowed. It teaches house coinages on purpose, even listing "flag early", "the board" and "gear" as "house words you will hear daily", which turns jargon into belonging: a new starter sounds like a Riverway worker within a fortnight. The friendly closer — "The dock boss is never too busy. That is a Riverway rule." — sets the house tone: plain-spoken and looking out for each other.

Word count: 149 words.

Marker's note: full marks need three examples, each named as a kind of feature and each tied to both sides — what it does for the company and what it does for the worker. The page glosses its own terms ("muster point (the spot where ...)", "penalty rates (higher pay for weekend shifts)"); noting that the company bridges insider and outsider language on purpose is a strong closing observation.

Common errors: listing three words with no purposes; quoting examples without naming their kinds; describing the page's layout instead of its language.

Other fully creditable examples: "0600" and the 24-hour clock convention; "the dock boss" as an in-house role name; "the board", "gear"; the clipped sign-style phrasing; "solo driving".

Question 18 (6 marks) — Evaluate (a): a judgement with two named features. Rewrite (b): plain words, rule kept. State (c): one reason.

Model answer:

a. The letter’s language does not suit its readers. First, it is dense with insider and legal wording — “contaminated streams”, “receptacles”, “non-presentation”, “in accordance with” — which assumes residents already know council and waste-industry language; a new arrival has to translate the letter before they can act on it. Second, it hides people and actions behind abstract nouns and unglossed house names — “the Kerbside Organics Framework”, “the Asset & Environment Directorate”, “the eServices portal” — so a resident cannot tell who to contact or where to go. Measured against plain English — wording an ordinary reader understands the first time — the letter fails: most readers would need to read it twice, and some would miss the surcharge warning completely.

Word count: 114 words.

b. Any two of:

- “Commencing 1 March 2026, the Kerbside Organics Framework will be implemented across the municipality.” → From 1 March 2026, every Fernhill home will have the new green-waste bin service.
- “Ratepayers are advised that contaminated streams will attract a disposal surcharge ...” → If your green bin contains general rubbish, the council will charge an extra fee. The fees are listed on the council website.
- “Enquiries regarding bin allocation should be directed to the Asset & Environment Directorate via the eServices portal.” → Questions about which bins you get? Use the council’s online services page or phone the council.
- “Non-presentation of receptacles on the designated day may result in a missed collection.” → If your bin is not out on collection day, we will not be able to empty it.

c. Formal wording is sometimes needed for legal precision: a notice that creates fees or rules must use exact, consistent wording so it stands up as an official record and means the same thing everywhere the council uses it.

Marker’s note: part a needs a verdict plus two named features with their effects on the reader — feature-naming without effects earns at most two of three. Part b rewrites must keep the rule; a rewrite that loses the surcharge warning has changed the meaning. Part c is not contradicted by part a: the evaluation is about fit for these readers, while formal wording still has real jobs elsewhere (legal records, fee schedules).

Common errors: judging the letter “fine because the facts are correct” — the test is whether the actual readers can use it first time; rewriting with synonyms that are just as formal (“commencing” → “beginning” but keeping “receptacles”); or naming features with no quotation from the letter.

Other fully creditable answers for a: “Ratepayers are advised” (passive — hides who is speaking); “The Council anticipates that adoption ... will deliver improved resource-recovery outcomes” (abstract corporate phrasing that tells a resident nothing they can act on); “via the eServices portal” (house system name, unglossed).

Chapter 2 Structures and features of informational, organisational and procedural texts — 2D Comparing texts for similar purposes: evaluating effectiveness in delivering information

Theory

What this section covers. Sometimes two texts do the same job: two safety notices about the same danger, two letters giving the same advice, two posters announcing the same change. This section teaches you to put texts like these side by side, compare them, and judge which one does a better job of getting its information to the reader.

The Unit 3 study design lists this skill (Area of Study 1 key skills). In this book's words: compare and contrast texts made for similar purposes, and evaluate how effectively each one delivers information.

The three key words:

- To **compare** texts means to look at them side by side and say what is alike *and* what is different.
- To **contrast** texts means to say what is different.
- To **evaluate** means to make a judgement and give reasons for it. An evaluation is not “I like this one better”. It says: *this text does this job better, and here is the evidence.*

One rule before we start. Every document printed in this section was written for this book. The businesses, people, numbers and rules inside them are invented.

What “effectiveness” means here

The study design asks you to judge how *effectively* a text delivers information, but it does not define the word. This section uses one definition all the way through, and every question in this section can be answered on that definition alone:

A text delivers information **effectively** when the reader it was written for can **find** the information they need, **understand** it, and **use** it — that is, act on it or pass it on.

That gives you three tests you can apply to any text:

1. **The find test.** Can the reader get to the information they need quickly? Headings, bold labels, tables and numbered steps help a reader find things.
2. **The understand test.** Once the information is found, does it make sense to this reader? Plain words, short sentences, and explanations of hard words help understanding.
3. **The use test.** Can the reader do what the text asks — follow the steps, meet the deadline, know who to ring? Complete details (dates, times, amounts, contact names) make a text usable.

A text can pass one test and fail another. A bright poster might catch the eye (easy to find) but hide the new bin day in small print (hard to use). Judging effectiveness means weighing up all three tests, for the reader in question.

The **audience** of a text is the reader or readers it was written for. Audience matters here because effectiveness is never a single fixed score: a dense page from a machine manual can fail the understand test for a first-day trainee and pass it for a trained technician. Always ask: *effective for whom?*

A fair comparison

A comparison is only fair when the two texts share a **purpose** — the job the texts were made to do. Before judging any pair, do three things:

1. State the shared purpose in one sentence: “Both texts tell staff ...”
2. Name the reader you are judging for: “... for a casual worker who reads the noticeboard once, in a hurry.”
3. Judge both texts against the same purpose, the same reader and the same criteria.

Watch out. Never judge a text against a purpose it never had. A quick-start card is not a failure because it is not the full manual. Find the shared purpose first — the task always gives you texts that share one.

What to compare: four criteria

A **criterion** is one standard you judge against (plural: **criteria**). This section uses four criteria. Each one feeds the find, understand or use tests:

Criterion	Questions to ask	Tests it feeds
Structure	What parts does each text have, and in what order? Is the most-needed information early?	find
Features	Which headings, tables, lists, bold labels or pictures actually carry information — and which are only decoration?	find, understand
Language	Plain words or technical words? Short sentences or long ones? Are hard words explained? Is the tone (the attitude carried by the writing) calm, friendly or formal?	understand
Completeness	Does the text include everything the reader needs in order to act — dates, times, amounts, contact names, next steps?	use

Two texts can share a purpose, share all the same facts, and still be very different on these four criteria. That difference is what you are evaluating.

Strategy. Build a two-column grid before you write. Draw a small table with Text A on one side and Text B on the other, and one row for each criterion. Read each text once, fill the grid with short notes and exact quotations, and your answer is already planned.

Strategy. Predict from headings. Before reading the bodies, read only each text’s heading and bold labels, and predict what each part will contain. Then check your predictions — this is the fastest way to see what each text makes easy to find. (Scanning — looking for one particular thing rather than reading every word — is the Chapter 1 skill that powers both strategies.)

Building a comparison answer

A full comparison answer has four moves:

1. **Shared purpose.** “Both texts tell ...”
2. **A point about Text A, with evidence.** Name a difference on one criterion, and quote the words or point to the feature: “Text A numbers its rules (1, 2, 3), so ...”
3. **The same point about Text B.** “Text B puts the same rules in one long paragraph, so ...”
4. **The judgement.** “For [the reader], Text A delivers the information more effectively, because [reason tied to find, understand or use].”

Sentence frames you can reuse:

- Both texts ... (shared purpose).
- Text A uses ..., while Text B uses
- A reader can find ... in Text A, but in Text B they have to
- For ... (the reader), Text ... delivers the information more effectively because

Every judgement needs **evidence** — something from the text itself that shows your claim is true. Evidence is a short quotation in quotation marks (“Wash the dishes after every meal.”) or an exact pointer (the table under “New start times”). A judgement without evidence is only an opinion, and opinions do not earn marks.

Watch out. Listing is not evaluating. An answer that describes Text A, then describes Text B, then stops, has compared nothing. Every description should feed a judgement: *so the reader can ...* or *so the reader cannot ...*

Watch out. One-sided answers cap your marks. If all your evidence comes from one text, you have analysed a text, not compared two texts. Quote from or point to both.

Watch out. Effective is not the same as attractive, and it is not the same as a good deal. A plain text that states the full cost beats a colourful text that hides part of the cost in small print — and the cheaper offer can still be the worse text at delivering information. Judge the delivery, not the design and not the price.

Watch out. Name the winner *for this reader*. “Which text is more effective?” always means “for the reader the task names”. Two different readers can get two different winners from the same pair — and saying so is the mark of a strong answer.

Command terms used in this section

Command term	What it asks you to do
identify	name it or point it out
state	give it briefly, without explanation
compare	put texts side by side; give likenesses and differences
contrast	give differences
evaluate	make a judgement, with reasons and evidence
explain	make clear how or why — give reasons
justify	give reasons that show your judgement is right

Worked examples

Example 1 — scaffolded

Task. On his first day at Fenwick Panel Beaters, an apprentice is given two safety notices about the same workshop rule.

- a. State the purpose the two notices share. (1 mark)
- b. Identify one feature of Text A that helps a reader find the rules. (1 mark)

c. Complete the sentence below to evaluate the two notices. (2 marks)

For a first-day apprentice, Text ____ delivers the information more effectively because _____.

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

Stimulus — Text A: safety notice on the workshop wall.

Fenwick Panel Beaters — Protect your hearing

The spray booth and the compressor are loud. Loud noise damages hearing slowly, and the damage does not heal.

1 Wear ear muffs or ear plugs in the workshop at all times.

2 Ear muffs hang on the board by the workshop door. Take a pair when you clock on.

3 If the muffs hurt or do not fit, tell the safety officer, M. Rahimi, in the office. Spare pairs are in the top drawer.

Remember: no hearing protection, no work in the workshop.

Stimulus — Text B: safety notice emailed to staff.

Fenwick Panel Beaters — Workshop notice No. 14

Pursuant to directive 14/26, all personnel are hereby advised that utilisation of auditory attenuation devices is mandatory for the duration of any exposure to elevated decibel levels arising from compressor or spray booth operations. Non-compliance may result in disciplinary action. Attenuation devices are located adjacent to the workshop ingress point. Personnel experiencing discomfort or suboptimal fit should direct enquiries to the undersigned for replacement provision.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>identify</i> = name; <i>evaluate</i> = judge with reasons. Three parts, 4 marks in total.	Step 1. Read the task first. The command terms and the marks tell you what kind of answer each part wants, and how much to write.
Plan — read both texts once for the shared purpose: both tell workshop staff they must wear hearing protection, and say where to get it.	Step 2. For any comparison, find the shared purpose first. Predicting from the headings helps: both notices are about the same workshop rule.
a. Both notices tell staff that they must wear hearing protection in the workshop, and where to get it.	Step 3. <i>State</i> means give briefly. One clear sentence is enough — no reasons are needed in part a.
Plan — Text A features I can see: a bold heading; three numbered rules; a bold “Remember” line; a named contact. Text B: one block of text with long words.	Step 4. List what each text actually shows before you choose. Scan both texts for features and note them in two columns.
b. The numbered rules (1, 2, 3). The numbers separate each rule, so a reader can see there are three rules and can find one quickly.	Step 5. <i>Identify</i> means name. Name the feature, then add one line showing how it helps the reader find information.
c. For a first-day apprentice, Text A delivers the information more effectively because it uses plain words — “Wear ear muffs or ear plugs” tells a new worker exactly what to do, while Text B’s “utilisation of auditory attenuation devices” is not explained anywhere, so a new worker might not know what to wear at all.	Step 6. <i>Evaluate</i> means judge with reasons. Choose a side, give your reason, and quote evidence — from both texts if you can — tying it to find, understand or use. Here the reason sits on the understand test.
Check: purpose stated; feature named with its effect; a judgement with a reason and quotations from both texts; the answer fits 4 marks.	Step 7. Always check the finished answer against the command terms and the marks.

Assembled response. a. Both notices tell staff that they must wear hearing protection in the workshop, and where to get it. b. One feature of Text A that helps a reader find the rules is the numbered rules (1, 2, 3): the numbers separate each rule, so a reader can see there are three rules and can find one quickly. c. For a first-day apprentice, Text A delivers the information more effectively because it uses plain words — “Wear ear muffs or ear plugs” tells a new

worker exactly what to do, while Text B’s “utilisation of auditory attenuation devices” is not explained anywhere, so a new worker might not know what to wear at all. (*Word count: 113 words*)

Example 2 — scaffolded

Task. Priya walks past the two texts below. She has never used Lantern Street Library and is thinking about joining.

- a. Identify the audience both texts were written for. (1 mark)
- b. State one piece of information that is in Text A but missing from Text B. (1 mark)

c. Explain one way Text B makes it harder for a new member to use the information. (2 marks)

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

Stimulus — Text A: notice on the library door.

Lantern Street Library — How to join

Joining is free. It takes about five minutes.

What to bring

Photo ID with your current address (a driver licence or a proof-of-age card).

If you are under 18, a parent or guardian must come in and sign for you.

Steps

1 Ask at the front desk for a membership form.

2 Fill in the form and show your ID.

3 Staff print your library card while you wait.

Opening hours: Mon–Fri 9.00 am – 6.00 pm · Sat 9.00 am – 1.00 pm

Questions? Phone (03) 5550 3388 or ask any staff member.

Stimulus — Text B: item in the local newsletter.

Lantern Street Library — Did you know?

Plenty of people assume that joining a library is a big deal, but it really isn't. Our friendly team can make you a member in about five minutes, completely free of charge. All you need is some photo identification showing where you live — a driver licence or a proof-of-age card is perfect — and if you happen to be under 18, a parent or guardian will need to pop in and sign for you. Once you have those, just ask at the front desk for a form, fill it in, show your ID, and your shiny new card is printed while you wait. We can't wait to welcome you!

Working

Comment

Command terms: *identify* = name; *state* = give briefly; *explain* = give reasons. Three parts, 4 marks in total.

Plan — shared purpose from the headings: Text A says “How to join”; Text B says “Did you know?” and then talks about joining. Both explain how to become a library member.

a. People who are not library members yet — people who are thinking about joining.

Plan — scan Text A's bold labels: “What to bring”, “Steps”, “Opening hours”, a phone number. Scan Text B: no labels at all, one paragraph.

b. The opening hours. Text A lists them under the bold label “Opening hours”; Text B never gives them.

c. Text B puts every detail inside one long paragraph, so a new member cannot skim it or tick off the steps one by one the way Text A's numbered steps allow. A reader who wants to check what to bring has to read the whole paragraph and pick the details out of friendly chat.

Check: audience named; one missing item stated; one difficulty explained with its effect on the reader; the answer fits 4 marks.

Step 1. Check each part's command term — part **b** wants a short answer, part **c** wants reasons.

Step 2. Predict from headings first, then check. The shared purpose tells you what both texts are for.

Step 3. The audience is the reader the text was written for. Ask: who is being spoken to? Both texts speak to possible new members.

Step 4. Scanning the bold labels is the fastest way to see what each text contains — and what one text contains that the other does not.

Step 5. For “missing information”, apply the use test: what would a reader need in order to act — here, to plan a visit?

Step 6. *Explain* means give reasons. Link the feature (one long paragraph) to its effect on the reader (cannot skim, cannot tick off steps).

Step 7. Check your answer against the parts and the marks before you move on.

Assembled response. **a.** People who are not library members yet — people who are thinking about joining. **b.** The opening hours: Text A lists them under the bold label “Opening hours”, and Text B never gives them. **c.** Text B puts every detail inside one long paragraph, so a new member cannot skim it or tick off the steps one by one the way Text

A's numbered steps allow. A reader who wants to check what to bring has to read the whole paragraph and pick the details out of friendly chat. (*Word count: 89 words*)

Example 3 — unscaffolded

Task. The manager of Haldane Aquatic Centre, P. Santos, receives the two texts below about Tuesday-morning lap swimming. Compare how the two texts are organised, and evaluate which one is more effective for a manager who must make a decision this week. Use evidence from both texts. (5 marks)

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

Stimulus — Text A: a formal report.

Haldane Aquatic Centre — Report on Tuesday lap-lane crowding

To: P. Santos, Centre Manager From: A. Bilic, Duty Manager Date: 8 September 2026

1 Summary

Tuesday morning lap swimming is over its safe capacity. Two roster changes would fix this at no cost.

2 Findings

2.1 On all four Tuesdays in August 2026, the 6.00 am lap lane held 14–16 swimmers. The safe capacity is 10 swimmers per lane.

2.2 Two lanes beside the lap lane stood empty. They are rostered to aquaerobics until 7.00 am, but the Tuesday class has averaged 3 attendees since July.

2.3 Three swimmers raised the crowding at the front desk. One has cancelled a membership.

3 Recommendations

3.1 Open the two aquaerobics lanes to lap swimming from 6.00 am on Tuesdays.

3.2 Move the Tuesday aquaerobics class to 9.00 am and notify the regular attendees.

Stimulus — Text B: a staff email.

From: K. Devlin, Pool Attendant

Subject: Tuesday mornings

Hi all, just flagging that Tuesdays are getting really hectic in the lap lane. There were something like 15 or 16 people crammed in at 6 am every Tuesday in August, and it's honestly a bit dangerous with people crossing over each other. Meanwhile the two aerobics lanes next door are basically empty — the Tuesday class has been getting about 3 people since July. A few regulars have complained at the desk, and I'm pretty sure one of them even cancelled his membership over it, which is a shame. Anyway, maybe we could open those lanes for laps and move the aerobics class later in the morning? Not sure who decides that one.

Cheers, Kaz

Model response.

Both texts report the same problem, but they are organised differently. Text A is a formal report: a summary at the start gives the manager the result in two sentences, the findings are numbered with exact figures (14–16 swimmers against “the safe capacity is 10 swimmers per lane”), and the recommendations are numbered actions the manager can approve one by one. Text B is an informal email: it carries the same facts in one flowing message, with softer numbers (“something like 15 or 16”) and its suggestion at the end as a question — “maybe we could open those lanes for laps ... Not sure who decides that one.” For a manager who must decide this week, Text A delivers the information more effectively: it can be scanned, its figures can be checked, and its recommendations say exactly what to do. Text B adds useful colour — a membership already cancelled — but the manager has to dig it out of the chat. (*Word count: 163 words*)

Takeaway: organisation is part of the message. The same facts, numbered and headed, become a decision; the same facts in prose become a story the reader has to unpack.

Example 4 — unscaffolded

Task. Eastvale Community House runs the ten-week pottery course advertised in the two texts below.

a. Calculate the full cost of the course according to Text B. Give your answer in dollars, correct to 2 decimal places. (2 marks)

b. Both texts give the cost of the same course. Evaluate which text delivers the full cost more effectively to a reader who is budgeting for the course. Use evidence from both texts. (3 marks)

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

Stimulus — Text A: fee notice on the community house board.

Eastvale Community House — Pottery course, Term 1 2027

Ten Tuesday evenings, starting 3 February 2027.

Full cost: \$180.00 — this covers tuition (\$160.00) and materials (\$20.00). Nothing else is payable.

Book at the front desk, or phone (03) 5550 4820.

Stimulus — Text B: flyer for the same course.

Get messy at Eastvale — pottery for just \$16.00 a week!

Ten weeks of Tuesday-evening wheel work and glazing, for less than the price of a takeaway lunch!

Book at the front desk.

Course runs for 10 weeks. A materials fee of \$20.00 applies in addition to the weekly amount.

Model response.

a. Ten weeks at \$16.00 per week is $\$16.00 \times 10 = \$160.00$. The small print adds the materials fee: $\$160.00 + \$20.00 = \$180.00$. The full cost of the course according to Text B is **\$180.00** (correct to 2 decimal places). (*Word count: 41 words*)

b. Text A delivers the full cost more effectively. It states the total as one bold figure — “Full cost: \$180.00” — and adds “Nothing else is payable”, so a reader who is budgeting sees the whole commitment at a glance, with no calculation needed. Text B leads with “\$16.00 a week”, which is true but partial: the reader must multiply by ten and find the small-print line about the materials fee before the same \$180.00 total appears. A reader who misses the small print budgets \$20.00 short. For the purpose of budgeting, the text that states the total directly delivers it more effectively than the text that makes the reader assemble it. (*Word count: 112 words*)

Takeaway: a catchy headline number is not the same as effective information — check what the reader has to work out for themselves, and whether small print changes the total.

Practice questions

Scaffolded

Question 1 (3 marks)

Read the two kitchen notices below.

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

Stimulus — Text A: kitchen wall notice.

Figtree Café — Spills: clean and report

1 Clean the spill now — or stand by it and send someone for the mop.

2 Report every spill to the shift leader, even one you have cleaned, so it can be logged in the safety book.

Why we log: spills that keep happening in the same spot point to a problem we can fix.

Stimulus — Text B: kitchen wall notice.

Figtree Café — Notice

Staff are reminded that in the event of a spillage occurring on the premises at any time, the spillage must be remediated forthwith and, subsequent to remediation, reported to the shift leader on duty for the purposes of logging in the safety register, without exception.

a. Complete the sentence below. (1 mark)

Both texts tell staff to _____ and to _____.

b. Identify one feature of Text A that helps a busy worker find the two rules. (1 mark)

c. Complete the sentence below. (1 mark)

Text ____ is more effective on a kitchen wall because _____.

Question 2 (4 marks)

Match each feature of a text (1–4) with what it does for the reader (A–D).

1. a bold heading at the top of the text
2. a hard word followed by its meaning in brackets
3. a table of days and times
4. a “Next steps” line at the end

A. helps the reader understand the hard word without leaving the text B. helps the reader know what to do after reading C. helps the reader see what the text is about at a glance D. helps the reader find one detail, such as a time, quickly

Strategy. If you are not sure, ask which test the feature serves — find, understand or use.

Question 3 (3 marks)

Read the two price signs below from the same bike-hire business.

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

Stimulus — Text A: price sign at the hire counter.

Glover Street Cycles — Bike hire

Per day: \$30.00

Weekly rate (any 7 days): \$180.00

Helmet included. Deposit: \$50.00, returned when the bike comes back.

Stimulus — Text B: price sign at the bike rack.

Glover Street Cycles — Bike hire

\$28.00 a day!

Helmet included. Deposit applies.

- a. A customer hires a bike for 7 days after reading only Text B. Calculate the cost. Give your answer in dollars, correct to 2 decimal places. (2 marks)
- b. Complete the sentence below. (1 mark)

For a customer planning a week of riding, Text ____ delivers the cost information more effectively because _____.

Question 4 (3 marks)

Read the two emails below. Both went to the same staff list on the same day.

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

Stimulus — Text A: email from the store manager.

To: all staff **From:** T. Bramble, Store Manager **Date:** 2 September 2026

Stocktake Thursday 10 September: start times change for one day only

On Thursday 10 September 2026, the early shift starts at **5.00 am** (not 6.00 am) and the late shift starts at **12.00 pm** (not 2.00 pm).

Friday's times return to normal.

If you cannot make the new start time, phone me on (03) 5550 6611 by Tuesday.

Stimulus — Text B: email from the store manager.

To: all staff **From:** T. Bramble, Store Manager

Hi everyone, hope you're all well. As you know, stocktake is coming up, and after a bit of a juggle with the delivery schedule we've had to rethink Thursday a little. What it means is that for that one day — and just that one day, Friday goes back to normal — the early crew will need to come in an hour earlier than usual, at five instead of six, and the afternoon crew an hour earlier too, at twelve instead of two. If that's a problem, give me a ring on the mobile by Tuesday and we'll sort something out. Thanks team!

- a. Identify the two key pieces of information every staff member needs from these emails. (2 marks)
- b. Complete the sentence below. (1 mark)

Text ____ delivers those two pieces of information more effectively because _____.

Question 5 (4 marks)

Read the two texts below. Both explain the same job at the same print shop.

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

Stimulus — Text A: instruction card taped to the printer.

Ashgrove Print Works — Loading paper into Printer 2

Warning: let the printer finish its cycle before you open any tray.

- 1 Pull the paper tray out until it stops.
- 2 Fan the sheets, then stack them squarely against the front-left guide.
- 3 Slide the width guide in until it touches the paper. Do not force it.
- 4 Push the tray in firmly. The green light stops flashing when the printer is ready.

Stimulus — Text B: paragraph from the staff handbook.

When loading Printer 2, the operator should ensure that the machine has completed its cycle before any tray is opened, after which the tray may be withdrawn to its stop position, the sheets fanned and stacked squarely against the front-left guide, the width guide slid gently into contact with the stack without forcing, and the tray returned firmly to the machine, at which point the ready state will be indicated by the green light no longer flashing.

a. Identify two features of Text A's structure or presentation. (2 marks)

b. Complete the sentence below. (2 marks)

For a new starter on their first day, Text ____ is more effective because _____ and _____.

Question 6 (3 marks)

Read the two sentences below. Both state the same kitchen rule.

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

Stimulus — Text A: a line from the staff handbook.

Dishwashing duties are to be undertaken by all rostered personnel subsequent to the conclusion of each meal service period.

Stimulus — Text B: a line on the kitchen whiteboard.

Wash the dishes after every meal.

a. Contrast the language of the two sentences: state one difference. (1 mark)

b. Complete the sentence below. (2 marks)

On a whiteboard that casual staff read in a hurry, Text ____ is more effective because _____.

Un scaffolded

Question 7 (2 marks)

Questions 7–9 refer to the two texts below, which were displayed in the same week.

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

Stimulus — Text A: notice on the community house door.

Eastvale Community House — Free blood-pressure check day

What: free blood-pressure checks by a community health nurse. No booking needed — just walk in.

When: Saturday 7 November 2026, 9.00 am – 1.00 pm

Where: Eastvale Community House, 12 Verity Street — main hall

Who: everyone is welcome. Bring a list of any blood-pressure medicines you take.

Questions: phone the house on (03) 5550 4820.

Stimulus — Text B: item in the community newsletter.

Eastvale Community House news

Next up, we are delighted to host a free blood-pressure check day with a community health nurse, on Saturday 7 November 2026 between the hours of 9.00 am and 1.00 pm in the main hall at 12 Verity Street.

There is no need to book — simply drop in at any time during the session, and everyone is welcome, though we suggest bringing a list of any blood-pressure medicines you take so the nurse can discuss them with you. Free parking is available behind the house, and morning tea will be provided. For more information, ring the house on (03) 5550 4820.

State the purpose the two texts share. (2 marks)

Question 8 (3 marks)

Refer to the two texts in Question 7.

Compare the way the two texts are organised: identify one likeness and one difference, with evidence from both texts. (3 marks)

Question 9 (4 marks)

Refer to the two texts in Question 7.

Evaluate which text is more effective for a busy reader who passes the noticeboard once and cannot stop to study it. Use evidence from both texts. (4 marks)

Question 10 (4 marks)

Sam Oliveira runs the Olive & Thyme food truck. After Sam starts taking card payments, two draft letters arrive from Sam's tax practice. Only one will be sent.

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

Stimulus — Text A: draft letter 1.

Stonebridge Tax Practice

27 Calder Street, Fernbank · phone (03) 5550 8899

14 September 2026

Dear Sam

EFTPOS machine records for Olive & Thyme

You asked what to keep now the food truck takes card payments. Here is our advice.

- 1 Keep the machine's end-of-day slip — the small printed summary — with that day's takings sheet.
- 2 At the end of each month, staple the slips together in date order.
- 3 If the machine prints a duplicate slip, write "copy" on it so it is not counted twice.

In short: one slip a day, filed each month, copies marked.

Phone us any time on the number above.

Yours sincerely

G. Marlow, Registered Tax Agent

Stimulus — Text B: draft letter 2.

Stonebridge Tax Practice

14 September 2026

Dear Mr Oliveira

Re: substantiation requirements in respect of electronic payment terminals

Further to your enquiry, please be advised that documentation substantiating takings processed via the EFTPOS terminal must be retained and reconciled on a daily basis, with said documentation collated and archived in chronological order at each month end. Where the terminal generates duplicate dockets, such dockets should be annotated to preclude double-counting during reconciliation. Should you require further clarification, please do not hesitate to contact the undersigned.

Yours sincerely

G. Marlow, Registered Tax Agent

Evaluate which letter is more effective for Sam — a busy food-truck owner who is not a tax expert. Use evidence from both texts. (4 marks)

Question 11 (3 marks)

Read the two texts below about the same problem at the same pottery studio.

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

Stimulus — Text A: report extract.

Quarry Hill Ceramics — Report on cracked glaze, June firing

To: R. Vella, Owner From: N. Vella, Production Date: 3 July 2026

Findings: 23 of the 180 mugs from the 26 June firing showed glaze cracks. All 23 came from the top shelf. The top-shelf thermometer read 40°C above the dial setting on the firing night.

Recommendation: replace the top-shelf thermocouple (the kiln's temperature sensor) before the next firing; refire or discard the 23 mugs.

Stimulus — Text B: note in the staff book.

The June firing came out badly again. Quite a few mugs have cracked glaze, all from up top as usual. The kiln seems to be running hot up there — the thermometer was way off, I think. Something should really be done before the next firing or we'll keep losing stock.

- a. Identify one way Text A's findings are more exact than Text B's. Quote words from both texts. (2 marks)
- b. State which text the owner could act on, and explain why. (1 mark)

Question 12 (4 marks)

Read the two versions of the same volunteer application form.

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

Stimulus — Text A: application form with help notes.

Haldane Aquatic Centre — Volunteer application

Complete every section in pen. Return the form to the front desk.

Section 1 — About you: name, address, phone number, date of birth.

Section 2 — Availability: tick the days you can help: weekday mornings / weekday evenings / weekends.

Help note: "weekday mornings" means any shift between 6.00 am and 12.00 pm, Monday to Friday.

Section 3 — Checks: volunteers who work with children need a police check. The Centre pays for this — ask at the front desk for the check form.

Before you return it, check: every section filled · form signed · date written.

Stimulus — Text B: application form, plain version.

Haldane Aquatic Centre — Volunteer application

Name: _____

Address: _____

Phone number: _____ Date of birth: ____/____/____

Availability: _____

Checks: _____

Signature: _____ Date: ____/____/____

- a. Identify two features of Text A that help an applicant complete the form correctly. (2 marks)
- b. Evaluate which version is more likely to result in fewer incomplete or wrong applications, and explain why. (2 marks)

Question 13 (4 marks)

Read the two texts below from the same print shop.

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

Stimulus — Text A: quick card beside the machine.

Ashgrove Print Works — Starting the paper cutter: quick card

- 1 Switch on at the wall, then press the green button on the machine.
- 2 Wait for “READY” on the screen (about 30 seconds).
- 3 Set the paper guide to your sheet size using the scale on the rail.
- 4 Press and hold both yellow buttons to make a cut. Both hands must stay on the buttons — this keeps them away from the blade.

If the screen shows a red code: stop, and look the code up in the manual (Section 8).

Stimulus — Text B: page from the machine manual.

Ashgrove Print Works — Cutter manual, Section 3: Operation

- 3.1 Prior to energising the unit, verify that the work area is clear and that the emergency stop is released.
- 3.2 Energise the mains isolator, then depress the start actuator; the controller performs an initialisation sequence of approximately 30 seconds, ending when the status display indicates the ready state.
- 3.3 Adjust the rear paper guide to the substrate dimensions, reading the rail scale at eye level.
- 3.4 Two-hand actuation is required for all cutting cycles: depress and maintain both interlock actuators simultaneously until the blade completes its stroke.
- 3.5 Fault codes are listed in Section 8, together with the corrective action for each.

a. For a trainee on their first day who needs to make one safe cut, which text is more effective? Explain with evidence. (2 marks)

b. For a technician who must find out why the blade stopped mid-cut, which text is more effective? Explain with evidence. (2 marks)

Question 14 (3 marks)

Read the descriptions of two posters on the same noticeboard.

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

Stimulus — Text A: colourful poster.

Stringybark Shire Council

(A large photograph of a green bin, with a bright band of colour across the top.)

BIN NIGHT IS CHANGING!

A new season, a new look for collection across the shire — because a tidy bin is a happy bin!

From 5 November, garden-waste bins in the shire township move from Wednesday to Thursday. Bins out by 6.00 am. Questions: phone the shire office on (03) 5550 2200.

Stimulus — Text B: plain poster.

Stringybark Shire Council

Garden-waste collection moves to Thursday

From 5 November 2026: put your green-lid bin out by **6.00 am Thursday** (was Wednesday).

Questions: phone the shire office on (03) 5550 2200.

Evaluate which poster delivers the information more effectively to a resident walking past the board. Explain why the more colourful poster is not automatically the more effective one. (3 marks)

Question 15 (3 marks)

Read the two texts below. Both report the result of the same staff vote at the same business.

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

Stimulus — Text A: noticeboard summary.

Fenwick Panel Beaters — Result of the staff vote on opening hours

34 of our 40 staff voted. **Yes: 30 votes (88%). No: 4 votes (12%).**

The new hours start Monday 2 November 2026.

Stimulus — Text B: note in the staff newsletter.

Fenwick Panel Beaters — Hours vote

The vote on opening hours has closed. Around nine in every ten staff who voted backed the change, with only a small handful against. Thanks to everyone who took part — the new hours begin in early November.

- a. State one difference in the way the two texts present the result. (1 mark)
- b. Explain which text delivers the result more effectively to staff who want to know exactly what was decided and when it starts. (2 marks)

Question 16 (4 marks)

Read the two webpages below from the same outdoor centre. Both explain membership renewal.

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

Stimulus — Text A: webpage 1.

Ridgeway Outdoor Centre — Renew your membership

What you need: your membership card and a payment card.

Renew in three steps

1 Sign in at the member portal (the button under this page title).

2 Check your details, then press “Renew”.

3 Pay the \$95.00 annual fee. Your new expiry date appears at once.

Prefer to renew in person? Bring the same two cards to the front desk, open any day 7.00 am – 8.00 pm.

Stimulus — Text B: webpage 2.

Ridgeway Outdoor Centre — Membership questions

How do I renew? Members tell us renewal is simpler than they expected. You can renew through the member portal, which is linked from the homepage under “Members”, or at the front desk during opening hours.

What does it cost? The annual fee has stayed at \$95.00 for another year, which we think is great value given everything included with membership.

Do I need anything? If you renew in person you will want your membership card, and of course a way to pay — the portal remembers your card from last year, which most members find handy.

Compare the two pages and evaluate which one is more effective for a member who wants to renew quickly on a phone. Use evidence from both texts. (4 marks)

Question 17 (4 marks)

A student is asked to evaluate the two Stringybark Shire Council posters in Question 14. Read the student’s response.

Stimulus — a student’s response.

“Poster A is the better poster. It has a big photo and bright colours, and it looks friendly. Poster B is boring to look at — just words. I would definitely notice Poster A first, so Poster A wins.”

- a. Identify two weaknesses in this response as an evaluation. (2 marks)
- b. Explain how the student could fix each weakness you identified. (2 marks)

Question 18 (6 marks)

Read the two memos below. Both were pinned to the same staff-room board at the same grocer, which employs 60 casual staff.

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

Stimulus — Text A: memo with a table.

Yarrow Street Grocers — New roster rules from Monday 12 October 2026

What is changing: the roster moves to a two-week cycle. Your shifts will alternate between Week 1 and Week 2.

New start times:

Shift	Week 1	Week 2
Early	6.00 am	7.00 am
Late	2.00 pm	1.00 pm

What you need to do:

- 1 Check your name on the new roster board by Friday 9 October.
- 2 Tell T. Bramble by Friday 9 October if you cannot work your listed shifts.
- 3 From Monday 12 October, clock in at your new start time.

Stimulus — Text B: memo in prose.

Yarrow Street Grocers — Roster changes

Hi team. From Monday 12 October we are moving the roster to a two-week cycle, which means your shifts will alternate from week to week. In the first week of the cycle the early shift starts at six and the late shift at two, and in the second week the early shift moves to seven and the late shift moves to one. Please have a look at the new roster board before Friday 9 October and let T. Bramble know if any of your listed shifts are a problem, because we need to lock the rosters off over the weekend. Then from the 12th, just make sure you clock in at your new time. Thanks everyone.

Evaluate which memo is more effective for the 60 casual staff, who will read it once, quickly, on their way to a shift. Give three points — one on structure, one on language and one on completeness — each with evidence from both texts. (6 marks)

Answers

Q1. Complete (1) + identify (1) + evaluate (1). **a.** clean (or mop up) the spill; report it to the shift leader. **b.** Either: the numbered steps (1, 2); the bold heading that names the task (“Spills: clean and report”). **c.** A completed sentence choosing Text A with a reason — e.g. its plain words and numbered steps let a hurried worker find and understand the two rules at a glance, while Text B’s long formal sentence (“remediated forthwith”) has to be decoded.

Q2. Match (4). 1—C; 2—A; 3—D; 4—B.

Q3. Calculate (2) + evaluate (1). **a.** \$196.00 — route: $\$28.00 \times 7$ days, correct to 2 decimal places. **b.** A completed sentence choosing Text A: it states the weekly rate (\$180.00), so the customer sees the whole week’s cost without multiplying — and can see Text B’s way costs \$16.00 more.

Q4. Identify (2) + evaluate (1). **a.** The day and date the change applies (Thursday 10 September 2026); the new start time for each shift (5.00 am early; 12.00 pm late). **b.** A completed sentence choosing Text A with one piece of evidence — the subject line names the change; the exact date is given; the times are bolded.

Q5. Identify (2) + evaluate (2). **a.** Any two of: numbered steps; one action per step; a bold warning before the steps; a bold heading naming the machine and the task. **b.** A completed sentence choosing Text A with two reasons — e.g. the numbers let a new starter follow one action at a time; the warning is seen before the trays are touched; plain words (“Pull the paper tray out”) beat handbook wording (“the tray may be withdrawn”).

Q6. Contrast (1) + evaluate (2). **a.** One difference in language: Text A uses long formal words (“subsequent to the conclusion of each meal service period”); Text B uses short everyday words (“after every meal”). **b.** A completed sentence choosing Text B: a hurried reader understands it in one glance, while Text A makes the reader decode formal wording to get the same message.

Q7. State (2). Route: both texts tell readers about the free blood-pressure check day at Eastvale Community House — when and where it runs, and that anyone can attend without booking. See Fully-worked solutions.

Q8. Compare (3). Route: one likeness (both give the date, time, place, “no booking” and a phone number) + one difference (Text A splits the information under bold labels; Text B runs it all through one paragraph) with evidence. See Fully-worked solutions.

Q9. Evaluate (4). Route: judge on find/understand/use for a reader in a hurry; Text A’s bold labels and short lines can be scanned in seconds; Text B is warm and adds parking and morning tea but buries the time mid-paragraph; reasoned judgement with evidence from both texts. See Fully-worked solutions.

Q10. Evaluate (4). Route: reader = a non-expert; Text A’s numbered points, plain words and “In short” line pass the understand and use tests; Text B carries the same advice in dense formal wording (“substantiation”, “reconciled”) a non-expert may not understand; judgement with quotations from both. See Fully-worked solutions.

Q11. Identify + quote (2) + state/explain (1). **a.** One exact figure in Text A against a vague phrase in Text B — e.g. “23 of the 180 mugs” against “Quite a few mugs”; or “read 40°C above the dial setting” against “the thermometer was way off, I think”. **b.** Text A — it gives the count, the cause and the exact fix (replace the thermocouple), so the owner can act.

Q12. Identify (2) + evaluate (2). **a.** Any two of: the instruction line (“Complete every section in pen”); the help note explaining “weekday mornings”; the note that the Centre pays for the police check; the “Before you return it, check” list. **b.** Route: Text A — each feature removes one way of getting it wrong; Text B gives no guidance, so gaps and mistakes are more likely. See Fully-worked solutions.

Q13. Evaluate (2 + 2). **a.** Text A — plain numbered steps, the safety rule in one line, and a “what to do if” line for red codes. **b.** Text B — it is complete and its exact terms match the machine (emergency stop, interlock actuators, fault codes listed in Section 8). See Fully-worked solutions.

Q14. Evaluate (3). Route: Text B — its heading alone carries the message (“Garden-waste collection moves to Thursday”) with the date and 6.00 am deadline bold; Text A’s headline announces a change without naming it, and the facts sit in small print; colourful ≠ effective. See Fully-worked solutions.

Q15. State (1) + explain (2). **a.** One difference: Text A gives exact figures and percentages (30 votes, 88%); Text B gives rounded wording (“around nine in every ten”, “a small handful”). **b.** Route: Text A — exact numbers can be checked and show the size of the majority; Text A also gives the exact start date, while Text B says only “early November”. See Fully-worked solutions.

Q16. Compare + evaluate (4). Route: Text A — “What you need” up front, “Renew in three steps” numbered, fee and expiry date inside the steps; Text B scatters the same facts across three FAQ answers; judgement for a member renewing quickly on a phone, with evidence from both. See Fully-worked solutions.

Q17. Identify (2) + explain (2). **a.** Any two of: it judges looks instead of information delivery; it quotes no evidence from either poster; it never names the shared purpose or the reader; “I would definitely notice Poster A first” is personal preference, not a reason. **b.** Fixes matched to the weaknesses named — judge against find/understand/use; quote the words being judged from both posters; name the reader walking past the board. See Fully-worked solutions.

Q18. Evaluate (6). Route: three points (structure — table and numbered actions vs one long paragraph; language — bold labels and short lines vs friendly prose; completeness — both give dates and deadlines, but Text A separates the two actions and states the times in a table), each with evidence from both texts, and a judgement for a once-only, in-a-hurry reader. See Fully-worked solutions.

Fully-worked solutions

Question 1

Complete (1): fill both gaps. *Identify (1):* name one feature. *Evaluate (1):* choose a text and give a reason.

Model response. **a.** Both texts tell staff to clean up any spill straight away and to report it to the shift leader. **b.** One feature of Text A that helps a busy worker find the two rules is the numbered steps: the numbers show there are two rules and separate them, so each can be read in a second. **c.** Text A is more effective on a kitchen wall because a hurried worker can read “Clean the spill now” and the numbered steps at a glance, while Text B’s single long sentence — “remediated forthwith ... subsequent to remediation” — has to be decoded before the two duties appear. (*Word count: 106 words*)

Common errors: part **c** choosing Text A for its looks (“it is set out nicer”) without a reason tied to the reader; part **a** naming only one of the two duties.

Question 2

Match (4): one line per pair.

Model response. 1—C; 2—A; 3—D; 4—B. (*Word count: 6 words*)

Marker’s note: each feature serves one of the three tests — the heading serves find (C), the bracketed meaning serves understand (A), the table serves find for one detail (D), and the “Next steps” line serves use (B).

Question 3

Calculate (2): work out the number, to the stated precision. *Evaluate (1):* choose a text and complete the reason.

Model response. **a.** Seven days at \$28.00 a day: $\$28.00 \times 7 = \$196.00$. The cost is **\$196.00** (correct to 2 decimal places). **b.** For a customer planning a week of riding, Text A delivers the cost information more effectively because it states the weekly rate outright — “Weekly rate (any 7 days): \$180.00” — so the customer sees the whole week’s cost without multiplying, and can see that Text B’s \$28.00-a-day deal actually costs \$16.00 more for the week. (*Word count: 78 words*)

Marker’s note: show the multiplication. The answer must be written to the precision the question asked for — “correct to 2 decimal places” — so \$196.00, not \$196.

Common errors: using Text A’s \$30.00 daily rate instead of Text B’s \$28.00; in part **b**, saying Text B is better because “\$28.00 is cheaper than \$30.00” without checking the week-long total the customer actually pays.

Question 4

Identify (2): name the two pieces. *Evaluate (1):* choose a text with evidence.

Model response. a. The two key pieces of information are the day and date the change applies — Thursday 10 September 2026 — and the new start time for each shift: 5.00 am for the early shift and 12.00 pm for the late shift. **b.** Text A delivers those two pieces of information more effectively because its subject line names the date, and the two new times stand out in bold, while Text B never gives the date at all and hides the times inside a long friendly sentence (“at five instead of six”). (*Word count: 92 words*)

Other fully creditable answers: b. any evidence from Text A (bolded times; “one day only” in the heading; the phone deadline) paired with Text B’s weakness (no date; times mid-sentence).

Common errors: part **a** answering “the stocktake” — the emails are *about* the stocktake, but the information staff need from them is the changed day and times.

Question 5

Identify (2): name two features. *Evaluate (2):* choose a text and give two reasons.

Model response. a. Two features of Text A are the numbered steps — one action per step — and the bold warning placed before the steps begin. **b.** For a new starter on their first day, Text A is more effective because the numbers let them follow one action at a time and see how many actions there are, and because the bold warning — “let the printer finish its cycle before you open any tray” — is seen before any tray is touched, whereas in Text B the same warning opens a 60-word sentence a beginner must hold in their head to the end. (*Word count: 103 words*)

Other fully creditable answers: a. also: the bold heading naming the machine and task; the plain command verbs (“Pull”, “Fan”, “Slide”, “Push”).

Question 6

Contrast (1): one difference in language. *Evaluate (2):* choose a text and give a reason.

Model response. a. Text A uses long formal words where Text B uses short everyday ones: “subsequent to the conclusion of each meal service period” says exactly what “after every meal” says. **b.** On a whiteboard that casual staff read in a hurry, Text B is more effective because its seven plain words can be read and understood in one glance and state who does what and when, while Text A makes a hurried reader decode formal wording — “rostered personnel”, “undertaken”, “subsequent to the conclusion” — to reach the same simple instruction. (*Word count: 91 words*)

Marker’s note: part **b** must tie the language difference to the reader (a hurried casual worker) — the understand test.

Common errors: saying Text A is more effective because it “sounds more professional” — professionalism is not the purpose here; delivering the rule to hurried readers is.

Question 7

State (2): give the purpose briefly but completely.

Model response. Both texts tell readers about the free blood-pressure check day at Eastvale Community House: they give the same date, time and place, and both say that anyone can attend without booking. (*Word count: 33 words*)

Common errors: describing the topic only (“blood pressure”) — the shared purpose is to inform readers about the check day and invite them to walk in, not the health subject itself.

Question 8

Compare (3): one likeness and one difference, each with evidence.

Model response. A likeness: both texts give the same core details — the date (Saturday 7 November 2026), the hours (9.00 am – 1.00 pm), the place (the main hall at 12 Verity Street), the fact that no booking is needed, and a phone number. A difference: Text A splits those details under bold labels — “What”, “When”, “Where”, “Who” — so each fact can be found on its own, while Text B runs all of them through a single paragraph, where the same facts sit mid-sentence (“between the hours of 9.00 am and 1.00 pm in the main hall”). (*Word count: 100 words*)

Other fully creditable answers: the difference may instead be completeness — Text B adds free parking and morning tea, which Text A does not mention.

Question 9

Evaluate (4): judge for the named reader, with reasons and evidence from both texts.

Model response. Text A is more effective for a busy reader who passes the board once. Its bold labels work like signposts: a reader who needs the date looks to “When” and gets “Saturday 7 November 2026, 9.00 am – 1.00 pm” in one short line, and “No booking needed — just walk in” answers the question most likely to stop someone attending. Text B is warm and slightly fuller — it alone mentions free parking and morning tea — but it delivers every fact inside one paragraph, so the reader must stop and read the whole item, and the time sits buried mid-sentence. For a reader who cannot stop to study the board, the text that can be scanned beats the text that must be read. (*Word count: 127 words*)

Marker’s note: full marks need the judgement tied to the named reader (a single hurried pass), evidence from both texts, and fair treatment of Text B — its parking and morning-tea details are a genuine strength the answer should acknowledge before judging.

Common errors: judging Text B better because it “includes more” — completeness is only one criterion, and the extra details do not help the reader the task names; or quoting evidence from Text A only.

Question 10

Evaluate (4): judge for the named reader, with reasons and evidence from both texts.

Model response. For Sam — a busy food-truck owner, not a tax expert — Text A delivers the advice more effectively. Its three numbered points give one action each in plain words (“Keep the machine’s end-of-day slip ... with that day’s takings sheet”), and the “In short” line packs the whole system into five words Sam can remember at the till: “one slip a day, filed each month, copies marked.” Text B carries the same three pieces of advice but wraps them in tax language — “substantiation requirements”, “retained and reconciled on a daily basis”, “annotated to preclude double-counting” — which a non-expert may not understand, and its single paragraph gives Sam nothing to tick off. Advice is only useful if the reader can act on it, so Text A is the letter that should be sent. (*Word count: 137 words*)

Marker’s note: award marks for reasoning on the understand test (plain vs technical language) and the use test (numbered actions and the summary line), each with quotations from both letters.

Other fully creditable answers: an answer noting that Text B also drops the practice’s phone number and street address, weakening the “contact us if unclear” route — a completeness point — is equally creditable alongside the language points.

Question 11

Identify + quote (2): one exactness difference, quoted from both texts. *State/explain (1):* choose and say why.

Model response. a. Text A counts and measures, while Text B estimates: Text A says “23 of the 180 mugs” showed cracks, where Text B says only “Quite a few mugs”; likewise Text A reports the thermometer “read 40°C above the dial setting”, where Text B says “the thermometer was way off, I think”. **b.** The owner could act on Text A, because it gives the size of the loss, the cause (the top shelf running 40°C hot) and the exact fix — replace the top-shelf thermocouple — while Text B’s “Something should really be done” names no action at all. (*Word count: 99 words*)

Common errors: quoting from one text only — the question asks for words from both; or calling Text B actionable because it “mentions the kiln”.

Question 12

Identify (2): name two features. *Evaluate (2):* judge with reasons.

Model response. a. Two features of Text A that help an applicant complete the form correctly are the help note under Section 2 — it explains that “weekday mornings” means a shift between 6.00 am and 12.00 pm, Monday to Friday — and the “Before you return it, check” list, which reminds the applicant to fill every section, sign and date. **b.** Text A is more likely to produce complete, correct applications, because each of its features removes one way of getting the form wrong: the instruction line says how to write, the help note stops a wrong tick in Section 2, the Section 3 note tells applicants the police check is paid for and where to get its form, and the final checklist catches blanks and missing signatures before the form is handed in. Text B’s bare fields give no such guidance, so an applicant must guess what “Availability” and “Checks” want. (*Word count: 151 words*)

Other fully creditable answers: **a.** also: the instruction line (“Complete every section in pen”); the Section 3 note about the police check; the section labels themselves.

Question 13

Evaluate (2 + 2): a judgement for each named reader, each with a reason and evidence.

Model response. a. For the first-day trainee, Text A is more effective: its four plain steps (“Press and hold both yellow buttons to make a cut”) can be followed at the machine one action at a time, the safety rule is stated in one short line, and the trainee is told what to do if something goes wrong — “If the screen shows a red code: stop, and look the code up in the manual (Section 8)”. **b.** For the technician, Text B is more effective: it is the complete text, and its exact terms match the machine — checking that “the emergency stop is released” before starting, “two-hand actuation” and the “interlock actuators” that could explain a blade stopping mid-cut — while Text A never mentions the emergency stop at all and simply sends fault-seekers to the manual. (*Word count: 137 words*)

Marker’s note: this task teaches that the winner depends on the reader. Both parts must judge against the reader named in that part — the same text can win one and lose the other.

Common errors: picking the same text for both readers; or calling Text B “too hard” without noting that the technician is exactly the reader it was written for.

Question 14

Evaluate (3): judge with reasons, and explain why colour does not decide it.

Model response. Text B delivers the information more effectively. A resident walking past gets the whole message from its heading alone — “Garden-waste collection moves to Thursday” — with the date and deadline bold beneath it (“From 5 November 2026 ... by 6.00 am Thursday”), so find, understand and use are all covered in a few seconds. Text A leads with decoration: “BIN NIGHT IS CHANGING!” says a change exists but not what changes, and the facts a resident needs — Thursday, from 5 November, bin out by 6.00 am — wait in the small print under a slogan and a photograph. The colourful poster is not automatically the more effective one because design only helps when it carries the information; here it crowds the message out, and a resident who reads only the big words walks away knowing only that “something is changing”. (*Word count: 144 words*)

Marker’s note: full marks need the judgement, evidence from both posters, and an explicit statement of the principle — attractiveness serves delivery, and when it competes with delivery it loses.

Question 15

State (1): one difference. *Explain (2):* reasons tied to the reader.

Model response. a. Text A presents the result in exact figures — “34 of our 40 staff voted. Yes: 30 votes (88%). No: 4 votes (12%)” — while Text B rounds the same result into words: “around nine in every ten” and “a small handful”. **b.** Text A delivers the result more effectively for staff who want to know exactly what was decided, because exact numbers can be checked and show how big the majority really was, and Text A gives the exact start date — “Monday 2 November 2026”. Text B’s rounded wording cannot be checked, and “early November” is not a date anyone can plan a week around, so a staff member would have to ask at the office to get the fact Text A simply printed. (*Word count: 127 words*)

Marker’s note: “around nine in every ten” is a fair rounding of 30 of 34 votes — the point is not that Text B is wrong, but that rounding trades away checkable exactness, and Text B also loses the precise start date.

Question 16

Compare + evaluate (4): likenesses and differences, then a judgement for the named reader with evidence from both texts.

Model response. Both pages explain the same renewal, but they organise it differently. Text A puts the task in order: “What you need” names the two cards up front, and the heading “Renew in three steps” leads into numbered steps in which the fee (\$95.00) and the new expiry date appear at the moment the member meets them. Text B scatters the same facts across three FAQ answers — the portal under “How do I renew?”, the fee under “What does it cost?”, the card under “Do I need anything?” — mixed with chat (“which we think is great value”). For a member renewing quickly on a phone, Text A is more effective: on a small screen the numbered steps can be followed top to bottom in seconds, while Text B makes the reader open three answers and assemble the task themselves. (*Word count: 142 words*)

Common errors: judging Text B more effective because it “answers more questions” — the FAQ extras are commentary, not information the renewing member needs.

Question 17

Identify (2): two weaknesses. *Explain (2):* a fix for each.

Model response. a. First, the response judges looks instead of information delivery — “big photo and bright colours”, “boring to look at” — when the task asks which poster delivers the information. Second, it uses no evidence: not one word, heading or detail from either poster is quoted, and “I would definitely notice Poster A first” is personal preference, not a reason. **b.** To fix the first weakness, the student should judge both posters against the find, understand and use tests for a resident walking past — for example, Poster B’s heading alone delivers the message (“Garden-waste collection moves to Thursday”), while Poster A’s facts sit in small print. To fix the second, the student should quote the words being judged from both posters and tie each quotation to what the walking reader gets from it. (*Word count: 134 words*)

Other fully creditable answers: **a.** also acceptable: the response never names the shared purpose or the reader; it announces a winner (“Poster A wins”) with no judgement reasoning.

Question 18

Evaluate (6): three points (structure, language, completeness), each with evidence from both texts, and a judgement for the named reader.

Model response. For 60 casual staff reading the board once, quickly, Text A is the more effective memo on all three criteria. Structure: Text A puts the four start times in a table, so a staff member finds their shift — Early, Week 2 — in one look, and numbers the required actions 1–3; Text B buries the same four times in one sentence (“the early shift starts at six ... the late shift moves to one”), which the reader must hold in their head while working out which week is which. Language: Text A’s bold labels — “What is changing”, “What you need to do” — announce each part’s job, and its lines are short; Text B’s friendly prose carries the same facts but must be read to the end, which a staff member on the way to a shift may not do. Completeness: both memos give the start date (Monday 12 October), the Friday 9 October deadline and the contact, so neither omits a needed fact — but Text A states the two Friday actions as separate numbered steps, while Text B folds them into one long sentence where the deadline can slip past. A memo read once, in a hurry, must hand the reader the times, the actions and the dates without a second reading — Text A does, and Text B does not. (*Word count: 227 words*)

Marker’s note: award one mark per criterion point that carries evidence from both texts (max 3), plus marks for the judgement tied to the named reader and for covering all three named criteria. A response that covers only two criteria cannot exceed 4 marks.

Common errors: describing the two memos in turn without ever weighing them (listing, not evaluating); or claiming Text B is incomplete — it carries all the same facts, and the difference is delivery, not content.