

Vocational Major Literacy Units 3 & 4

Chapter 3 — Oral communication, discussion and literacy conventions

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Contents

Section	Page
3A Engaging with commonly encountered and technical documentation for workplace, vocational and real-life situations	2
3B Elements of oral communication: eye contact, tone, body language and intonation	25
3C Conventions of discussion and debate: active listening and questioning	43
3D Conventions of literacy: punctuation, sentence structure, paragraphing and spelling	66
Topic 1 Test	87

Chapter 3 Oral communication, discussion and literacy conventions — 3A Engaging with commonly encountered and technical documentation for workplace, vocational and real-life situations

Theory

This section is about using documents in real situations. Earlier chapters in this book taught you how to find texts, how to move around inside them, how to read between the lines, and what the common document families look like. This section puts those skills to work. It answers a practical question: **a document is in front of you — now what?**

The study design names the skill this section teaches. By the end of Unit 3 you must be able to work with the documentation people commonly meet, and with technical documentation, for a particular workplace, a vocational setting or a real-life situation (the study design's Unit 3, Area of Study 1 key skills).

The study design also says that the texts in this part of the course should mirror the real-life situations students meet, and should represent the kinds of texts students will come across in a workplace or vocational setting, or for their health and their participation in the community.

A note before we start. Every organisation, document, person, number and rule in this section was created for this book. Nothing here is a real organisation, and nothing here is real workplace, tax, insurance, legal or medical advice.

Working definitions. The study design uses the words “commonly encountered”, “technical”, “documentation” and “engage with”, but it does not define them. This book therefore treats *documentation* as the documents — singly or as a set — that carry information an organisation or a person needs in order to do something; *commonly encountered documentation* as documents most adults meet again and again in ordinary life; *technical documentation* as documents written in the specialist language of a trade, a profession or a field of study; and *engaging with a document* as actively using it — finding what it means for you, doing what it requires, and checking the result. Every question in this section can be answered on these definitions alone.

Two kinds of documentation

Commonly encountered documentation is the paperwork of ordinary life. You meet it at work, at home, at the shops and at the doctor's. Most of it uses everyday words, and most adults meet the same kinds of document again and again:

- forms you fill in — enrolment forms, application forms, booking forms, consent forms
- money documents — invoices (bills that say what a customer owes), payslips, receipts
- time documents — rosters (tables that show who works when), timetables, opening hours
- short agreements — hire conditions, membership terms, booking conditions

Technical documentation is written in the specialist words of a trade, a profession or a field of study. These specialist words are called **jargon**. Jargon is useful — it lets experts be short and exact — but it means the reader has to work harder. Technical documents include:

- safety sheets and safety data sheets for chemicals and machines
- contracts and agreements with legal clauses (a **clause** is one numbered rule inside an agreement)
- written advice from experts — tax advice, legal advice, medical instructions
- equipment manuals and standard operating procedures (the written, step-by-step way a workplace wants a task done)

The two kinds overlap. A rental agreement is commonly encountered — many adults sign one — and it is also technical, because its clauses use legal wording. A document being technical does not make it rare or unimportant. The technical documents in your life are usually the ones about your **money, your safety or your rights** — exactly the documents you cannot afford to skip.

Watch out. Do not judge a document by its length. A one-page insurance letter can change how much money you receive. A three-line safety notice can prevent an injury. Short does not mean unimportant.

The three settings

The study design names three settings where you will engage with documentation. Each setting has its own common documents.

Setting	What it means	Documents you will meet
A specific workplace	A job you hold, or a workplace you are training in	Rosters, workplace policies, safety procedures, payslips, job cards, employment agreements, incident report forms
A vocational setting	Training for work — a course, an apprenticeship, a work placement	Enrolment forms, training agreements, course guides, placement agreements, progress records, certificates
A real-life situation	Ordinary life outside work and study	Tax forms and written tax advice, insurance policies and claim forms, rental applications and condition reports, consent forms, invoices, fine notices

In each setting the job is the same: work out what the document means **for you, in your situation** — then act on it correctly.

What “engaging” means: the six-step routine

To **engage with** a document is to do more than read the words. You use the document to get something done. This book uses one routine for every document in every setting. Learn it once and it works everywhere.

Step 1 — Start from the purpose. Ask: why do I have this document, and what is my situation? Every document has a job. A form collects information. A procedure tells you how to do a task. A policy states rules. An invoice asks for money. An advice letter tells you what an expert says you should do. A record (like a condition report or a payslip) writes down what happened, so it can be checked later. Say your situation in one sentence: “I have just started this job, and this procedure tells me how to do one part of it safely.”

Step 2 — Find your part. Most documents are longer than the part you need. Use the document’s own finding aids — its headings, numbered clauses, tables, contents list and index — to jump to the section that applies to your situation. Check you have the right part before you read deeply: the heading should match your need.

Step 3 — Read closely and gloss the words. Read your part slowly. Circle every word you do not know. To **gloss** a word is to work out what it means — from the words around it, from the document’s own glossary (a list of the document’s special words and their meanings), or by asking someone who knows. Never skip an unknown word in a document about money, safety or rights. The unknown word is often where the condition, the danger or the deadline hides.

Step 4 — Pull out the demands. Ask four questions and write the answers down:

Question	What you are looking for
What must I do ?	Actions: complete, sign, bring, wear, report, pay, attend
By when ?	Dates, deadlines, time limits — and whether they are counted in days or business days
How much ?	Amounts: fees, rates, the excess on an insurance claim, refunds owed
What must be true ?	Conditions and rules that apply to you: eligibility, exclusions, attachments, signatures

Step 5 — Act accurately. Do the thing: fill in the form, follow the procedure, answer the letter. Follow the document's own instructions exactly — block letters, pen colour, every field completed, corrections initialled. Then check your work **against the document**, not against your memory: did you miss a field, a box to tick, a signature, a date, an attachment?

Step 6 — Check, keep and ask. After acting, confirm the result: get the receipt, the confirmation email, the corrected payslip, the signed copy. Keep your own copy of everything you complete and receive. If anything is unclear **before** you sign, pay or agree, ask the responsible person — and write down their answer, with the date and their name.

Strategy — the requirements table. Steps 4 and 6 live on one page. For any document that matters, draw four columns — Do / By when / How much / Must be true — and fill them in as you read. The table turns a document you have read into a plan you can follow, and it is the fastest way to prepare for a task that asks what a document requires.

Watch out. Never sign anything you have not read and understood. A signature usually means “I agree” or “what I have written is true”. Signing a form you did not read is agreeing to rules you do not know and declaring facts you have not checked.

Rights, responsibilities and consequences

Most documents carry two sides. One side lists what **you must do** — your responsibilities. The other lists what **you are entitled to** — your rights. Engaging properly means pulling out both. A payslip shows what you were paid (your entitlement) and the hours and rates used (check them against your roster and your agreement). A rental condition report protects the owner's property — and protects your bond (the money you pay at the start of a rental, returned at the end if the property is in good order) by recording what was already damaged.

Documents also carry **consequences** — what happens if the document is not followed. The consequences are usually printed in the document itself, often in the conditions or the fine print:

- miss the deadline on an insurance claim, and the claim can be refused
- leave a form field blank or answer a declaration dishonestly, and an application or claim can fail
- skip a step in a safety procedure, and someone can be injured — and the worker can be disciplined or dismissed
- ignore a fine notice, and more charges are added

Watch out — the conditions are part of the deal. The big print says what you get; the small print says when you do not get it. Read the conditions — exclusions, fees, time limits — before you rely on a promise in any document.

When a document is wrong, out of date or unclear

Sometimes the document itself is the problem. Three situations come up again and again.

The document is out of date. Policies, procedures, fees and forms get updated. An updated document carries a new **version** — a number or a date that shows which copy is the current one (for example “Version 3.0 — February 2026”). Always use the newest version, taken from the place the organisation keeps it (the workplace intranet, the provider's website, the office), not an old photocopy. If two copies disagree, the dated version from the responsible body wins — and if you are not sure, ask.

The document is wrong. Payslips, invoices and letters can contain mistakes. You can only catch a mistake if you check the document against something else: your roster, your agreement, your delivery docket, your own records. When you find an error, follow the organisation’s process for fixing it — usually telling the responsible person **in writing**, within any time limit the document sets.

The document is unclear. Unclear is not your fault, but acting on a guess is. Ask the responsible person: the supervisor, the payroll officer, the course coordinator, the agency, or the contact named in the document itself. Write down the answer, the date, and who gave it.

Strategy — keep a record. For every important phone call or visit, write three things: what was said, when, and by whom. “The payroll officer, 24 July 2026: the correction will appear in next week’s pay.” A record turns a conversation into something you can check later — and something you can show if the fix does not arrive.

Watch out. “Someone told me” is not engagement. If a document is unclear and the answer matters, get the answer from the responsible person and write it down. Guessing on money, safety or rights is the one habit this section asks you never to form.

Worked examples

Example 1 — scaffolded

Stimulus — Banksia Ridge Aged Care: induction letter and hand-hygiene procedure (extracts).

Induction letter: Welcome to your traineeship at Banksia Ridge Aged Care. Before your first shift on Monday 3 August 2026 you must: (1) complete the online infection-prevention module and bring your completion certificate; (2) read Procedure 4, Hand hygiene, and sign the reading register at the front office; (3) bring photo ID. If you cannot complete any of these before your first shift, phone the front office before Monday.

Procedure 4 — Hand hygiene (Version 2.2, June 2026). **Purpose:** to stop germs spreading between residents, staff and visitors. **Applies to:** all staff, students on placement and volunteers. **When to perform hand hygiene:** before touching a resident; before any clean task such as serving food; after touching a resident; after any contact with body fluids, or when hands are visibly soiled. **How:** use the alcohol-based hand rub at the door of every room, or wash with soap and water when hands are visibly soiled (a glossary at the end of this procedure explains this term: *visibly soiled* = you can see dirt or body fluid on the skin). Rub or wash for at least 20 seconds, then dry with a single-use towel. **If you are unsure of any step, ask your supervisor before you start work.**

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

Task.

- a. State the purpose of Procedure 4, and state who must follow it.
- b. State two times when a worker must perform hand hygiene.
- c. Give the meaning of “visibly soiled”, and state how the procedure helps the reader gloss the term.

d. List the three things Eli must complete before his first shift, and state what he should do if the online module is not working on Sunday night.

Working	Comment
The purpose of Procedure 4 is to stop germs spreading between residents, staff and visitors. It must be followed by all staff, students on placement and volunteers — which includes Eli, because he is a trainee.	Step 1 — start from the purpose. The Purpose and Applies to lines are the first thing the procedure tells you, and they answer “why does this exist?” and “is this for me?”. Eli checks that the procedure covers him before he reads on.
Two times from the When list: before touching a resident, and after any contact with body fluids. (Any two of the four listed times would do.)	Step 2 — find your part. Eli does not need to read the whole handbook. The heading “When to perform hand hygiene” matches what the task asks, so he reads that list closely and takes his answer from it.
“Visibly soiled” means you can see dirt or body fluid on the skin. The procedure helps the reader gloss the term because it carries its own glossary at the end, and the glossary gives this exact meaning.	Step 3 — read closely and gloss the words. A new worker meets the term “visibly soiled” and circles it. Before asking, he checks the document itself — and the document explains its own jargon. A glossary inside the document is always the first place to look.
The three things: complete the online infection-prevention module and bring the certificate; read Procedure 4 and sign the reading register; bring photo ID. If the module is not working on Sunday night, Eli should phone the front office before Monday — the letter names exactly this route — and write down who he spoke to and when.	Steps 4–6 — pull out the demands, act, and check or ask. The letter’s numbered list is the demands; the deadline is “before your first shift”; and the letter even prints the fallback (phone the front office). Engaging with the document means using the route it gives you, not hoping nobody notices.

Example 2 — scaffolded

Stimulus — Rivergum Institute: enrolment form instructions and work-placement agreement (extracts).

Enrolment form — instructions: Complete the form in block letters, in blue or black pen. Every field must be filled in; write “N/A” (not applicable) in any field that does not apply to you. If you make a mistake, draw a single line through it, write the correction beside it, and initial the correction — do not use correction fluid. Attach proof of any concession you claim. Sign and date the declaration on page 3.

Work-placement agreement (gardening courses) — extract: The placement runs two days per week for four weeks at an approved host. The student must attend each placement day in steel-capped boots and with sun protection (hat, sunscreen, long sleeves). The host may end the placement immediately if a safety rule is broken. If the student cannot attend a placement day, the student must contact the placement coordinator at the Institute **and** the host supervisor 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.

Task.

- State two instructions from the enrolment form that Kirra must follow as she fills it in.
- Kirra misspells her suburb. State what the instructions tell her to do.
- List three things Kirra must do or bring on each placement day.

d. On one placement day Kirra wakes up with the flu. State who she must contact, and explain why she should write down what they say.

Working	Comment
Two instructions: complete the form in block letters in blue or black pen; fill in every field, writing “N/A” where a field does not apply. (Signing and dating the declaration, or attaching concession proof, would also be correct.)	Step 1 and Step 2 — know the document’s job, then find your part. The form’s job is to collect Kirra’s details accurately, and the instruction block tells her how the Institute wants that done. She reads the instructions before she writes, because filling a form its own way is what “accurately” means here.
She must draw a single line through the mistake, write the correction beside it, and initial the correction. Correction fluid is not allowed.	Step 5 — act accurately, by the document’s own rules. Most people’s habit is to scribble out or white-out a mistake. The document bans one and orders the other — a single line, the correction beside it, initials. Following the printed instruction is the whole skill.
Three things: attend in steel-capped boots; bring sun protection — hat, sunscreen, long sleeves; follow the safety rules (breaking one can end the placement immediately).	Step 4 — pull out the demands. The agreement states what must be true on every placement day. Kirra writes them down before day one: wear / bring / do. Notice the consequence printed beside the rule — that is the document telling her how much the rule matters.
She must contact the placement coordinator at the Institute and the host supervisor, on the same day. She should write down who she spoke to, when, and what they said, so she can show she followed the agreement if her placement record is questioned later.	Step 6 — check, keep and ask. The agreement names two contacts, so “I texted someone” is not enough — both, same day. The written record protects Kirra: the agreement is a document about her rights as well as her duties, and her notes prove she met it.

Example 3 — unscaffolded

Stimulus — Wattle Range Insurance: claim form and policy conditions (extracts).

Home contents claim form (extract): The form asks for: the date of the incident; a description of what happened; the estimated amount of loss. Attach to this form: proof of ownership (receipt or bank record) for each item claimed; a dated repair quote or replacement quote; photographs of the damage. The form ends with a declaration — “I declare that the information given in this form is true and complete” — and spaces for your signature and the date.

Policy conditions (extract): (1) You must notify us of a claim within 30 days of the incident. (2) An excess of \$250.00 applies to each claim; the excess is deducted from any payment. (3) We will not pay for damage that could have been prevented by reasonable steps. (4) A claim with a false or incomplete declaration may be refused.

Ebony’s laptop was damaged on 15 June 2026 when storm water came through her ceiling. She moved the laptop away from the leak that night. On 10 July 2026 she has a dated repair quote for \$1,120.00, her purchase receipt, and photographs. She is completing the claim form.

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

Task. Explain what Ebony must do to make her claim valid — cover the time limit, the form, the attachments and the declaration — and calculate how much Wattle Range Insurance will pay if the claim is accepted in full. Give your amount correct to 2 decimal places.

Model response:

Ebony’s first demand is the time limit: the policy requires notification within 30 days of the incident. The incident was on 15 June 2026, so the deadline is 15 July 2026. Completing her claim on 10 July 2026 is inside the limit, but only just — a document with a deadline is a document to act on early.

On the form, she must complete every field: the date of incident (15 June 2026), a description of what happened (storm water through the ceiling damaged the laptop), and the estimated amount of loss (\$1,120.00, matching her quote). She must attach everything the form lists: the purchase receipt as proof of ownership, the dated repair quote, and the photographs. She must then sign and date the declaration, which states that her information is true and complete — so every field must be accurate, because condition 4 allows a false or incomplete claim to be refused.

Her night-of-the-storm action also matters: moving the laptop away from the leak was a reasonable step to prevent further damage, which condition 3 requires.

If the claim is accepted in full, the payment is the repair quote minus the excess: $\$1,120.00 - \$250.00 = \$870.00$, correct to 2 decimal places.

(Model response: 199 words)

Takeaway: A claim is not “tell them what happened”. It is: meet the deadline, complete every field, attach every listed document, declare honestly, and know that the excess comes off the payment. The conditions decide the money.

Example 4 — unscaffolded

Stimulus — Dunmore Electrical: payslip and pay policy (extracts).

Payslip for the week ending Friday 24 July 2026 (extract): Ordinary hours: 38 at \$23.00 per hour = \$874.00. Sunday hours: 6 at \$23.00 per hour = \$138.00. Gross pay: \$1,012.00.

Pay policy (extract): Sunday work is paid at 1.5 times the ordinary hourly rate (this extra pay is called a **penalty rate**). If you believe your pay is incorrect, notify the payroll officer **in writing** within 14 days of the payslip date. Corrections are paid in the following week’s pay.

Nathan, an apprentice at Dunmore Electrical, worked 6 hours on Sunday. He checks his payslip against the policy.

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

Task. Decide whether Nathan’s Sunday pay is correct, showing your working. State the difference, if any, correct to 2 decimal places, and explain the steps Nathan should take under the pay policy.

Model response:

Nathan’s Sunday pay is not correct. The policy says Sunday work is paid at 1.5 times the ordinary hourly rate, so his Sunday rate should be $\$23.00 \times 1.5 = \$34.50$ per hour. For 6 hours, the correct Sunday pay is $6 \times \$34.50 = \$207.00$. The payslip paid the Sunday hours at the ordinary rate: $6 \times \$23.00 = \$138.00$. The difference is $\$207.00 - \$138.00 = \$69.00$, correct to 2 decimal places — Nathan has been underpaid by \$69.00.

Under the policy, Nathan should notify the payroll officer in writing — an email or a signed note, not just a conversation — within 14 days of the payslip date. The payslip is dated 24 July 2026, so he must notify by 7 August 2026. His note should state the week, the error, and his working, and attach a copy of the payslip. The policy says corrections are paid in the following week’s pay, so Nathan should check that week’s payslip for the extra \$69.00 — and keep his note and the payslips together as his record. If the correction does not appear, his next step is his supervisor, the person responsible at the workplace, with his record in hand.

(Model response: 189 words)

Takeaway: A payslip is a document to be checked, not glanced at. Compare it against the rule that produced it, do the arithmetic, and put any correction in writing before the deadline — then check that the fix arrived.

Practice questions

Scaffolded

Question 1 (5 marks)

Each document below is one your working life will hand you sooner or later. Each “job” below belongs to exactly one of them.

Document	Its job
1. Enrolment form	A. Shows which shifts each person works
2. Work roster	B. Records the condition of a property at the start of a rental
3. Invoice	C. Collects your details so you can join a course
4. Condition report	D. Tells a customer how much they owe for goods or services
5. Work procedure	E. Sets out how to do a task safely and correctly, step by step

a. Match each document (1–5) with its job (A–E). One mark for each correct pair.

5 marks

Question 2 (4 marks)

Stimulus — Redgum Fencing: safety bulletin (extract).

Safety bulletin — powered auger (an auger is a digging tool with a rotating blade).

1. Only trained workers may operate the auger.
2. Before starting, check that the fuel cap is tight and that the area is clear of people and obstacles.
3. Wear hearing protection, gloves and steel-capped boots while the auger is running.
4. Never work alone. A second person must stay nearby in case of injury.
5. If the blade hits an obstruction, stop the engine before clearing it.

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

Omar is a new worker at Redgum Fencing. He has been told to read this bulletin before his first fencing job.

a. State whether this document is commonly encountered documentation or technical documentation, and give one reason for your answer.

1 mark

b. Point 5 uses the word “obstruction”. Give the meaning of the word, using the words around it to help you.

1 mark

c. State two things Omar must do **before** starting the auger.

2 marks

Question 3 (4 marks)

Stimulus — Bellwater District Council: community hall booking form, instructions (extract).

Complete this form in block letters, in blue or black pen. Every field must be filled in; write “N/A” (not applicable) in any field that does not apply to you. Bookings must be made at least 7 days before the event date. Check your details before you submit — errors on a confirmed booking can delay your event.

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

Chloe is booking the hall for a birthday party on Saturday 8 August 2026. The form has a field labelled “Fax number”, and Chloe does not have one.

- a. State two instructions about **how** the form must be filled in. 2 marks
- b. State what Chloe should write in the “Fax number” field. 1 mark
- c. State the latest date Chloe can make her booking. 1 mark

Question 4 (5 marks)

Stimulus — Bellwater Property Rentals: rental application information sheet (extract).

With your completed application form, provide: a copy of photo ID; proof of income (your two most recent payslips, or a letter from your employer); and the contact details of your most recent rental provider.

Application fee: \$55.00, payable when you apply. The fee covers processing and is not refunded if your application is unsuccessful.

Processing: applications are processed within 3 business days. Approval of an application does not guarantee that a property will be offered.

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

Zoe is applying to rent a unit advertised by Bellwater Property Rentals.

- a. State two things Zoe must provide besides the completed application form. 2 marks
- b. State what happens to the \$55.00 fee if Zoe’s application is unsuccessful. 1 mark
- c. Explain, in your own words, what “Approval of an application does not guarantee that a property will be offered” means for Zoe. 1 mark
- d. State one check Zoe should make before she pays the fee. 1 mark

Question 5 (4 marks)

Stimulus — Fresh Fields Produce: weekly roster (extract).

Roster — week commencing Monday 20 July 2026

Worker	Day	Shift
Kurt	Wednesday	9.00 am – 3.00 pm
Kurt	Thursday	12.00 pm – 8.00 pm
Kurt	Saturday	8.00 am – 12.00 pm

Note: shifts longer than 6 hours include a 30-minute unpaid meal break.

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 three days Kurt works in this week. 1 mark
- b. Calculate Kurt's total paid hours for the week. Give your answer in hours, correct to 1 decimal place. 2 marks
- c. State the rule in the roster note, and explain how it changes the paid hours for one of Kurt's shifts. 1 mark

Question 6 (4 marks)

Stimulus — Ellison Tax Practice: letter to a client (extract).

Dear Sofia,

Your tax return for the 2025–26 financial year has been lodged. The tax office has assessed it and a refund of \$312.45 is due to you. The refund will be paid into your nominated bank account within 3 business days of processing.

Action required: please confirm your bank account details with our office by Friday 24 July 2026, so the refund is not delayed.

Keep this letter with your tax records for at least 5 years.

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 main message of the letter. 1 mark
- b. State what Sofia must do, and the date she must do it by. 2 marks
- c. The letter says the refund will arrive “within 3 business days”, not “within 3 days”. Explain why the letter uses the term “business days”. 1 mark

Un scaffolded

Question 7 (3 marks)

Stimulus — Banksia Ridge Aged Care: incident procedure (extract).

If a resident, visitor or staff member is injured, or if a near miss occurs (a near miss is an event that could have caused harm but did not):

1. Make the area safe, and give first aid if you are trained to do so.
2. Report the event to the supervisor on duty, verbally, immediately.
3. Complete an Incident Report Form within 24 hours.
4. The supervisor logs the event in the incident register within 48 hours.

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

A visitor drops a glass jug in the dining room. Nobody is cut, but the floor is covered in glass.

State the first thing a staff member must do at the scene, identify what must be completed within 24 hours, and explain why this procedure also covers events where nobody was hurt.

Question 8 (3 marks)

Stimulus — Wattle Range Insurance: contents policy conditions (extract).

1. Notify us of any claim within 30 days of the incident.
2. An excess of \$250.00 applies to each claim and is deducted from any payment.
3. We will not pay for items left outdoors overnight.
4. You must take reasonable steps to prevent further loss or damage.

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

Liam's bicycle, worth \$900.00, was stolen from his backyard overnight on Saturday 20 June 2026. He notified Wattle Range Insurance on Thursday 25 June 2026.

State whether Liam notified the insurer within the time limit, showing the dates you used. Calculate how much the insurer would pay if the claim were accepted, correct to 2 decimal places. Then identify one condition in the extract that puts Liam's claim at risk, and explain why.

Question 9 (3 marks)

Stimulus — Redgum Fencing: employment agreement (extract).

Clause 7 — Probation. The first 3 months of employment are a probationary period (a trial period for both sides). During probation, either party may end the employment by giving 1 week's notice in writing. After the probationary period, 2 weeks' written notice is required.

Clause 8 — Tools. The employer provides all powered tools. The employee is responsible for their own hand tools, as listed in Schedule B.

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

Jesse is two weeks into his probationary period at Redgum Fencing.

State what Jesse must do if he decides to leave the job during his probationary period. Explain how his notice changes once the probationary period ends. State one thing Jesse must provide himself.

Question 10 (3 marks)

Stimulus — Fresh Fields Produce: invoice and delivery docket (extracts).

Invoice 2214 to The Copper Kettle Café: 24 boxes truss tomatoes at \$18.50 per box. Invoice total: \$444.00.
Please quote invoice 2214 when paying.

Delivery docket, signed at 7.05 am: Delivered: 20 boxes truss tomatoes.

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

Identify the difference between the invoice and the delivery docket. Calculate the correct invoice total, correct to 2 decimal places. State what the café should do before paying.

Question 11 (3 marks)

Stimulus — rental condition report: instructions (extract).

At the start of your tenancy you will receive a condition report for the property. Check every room against the form. Add any damage or problem you can see, in your own words, even if the form already says “good”. Photograph anything you add. Return the completed form within 7 days. Keep a copy — at the end of the tenancy, this form is the record used to decide whether your bond is returned.

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

Lucas moves into his rental on a Saturday. In the hallway he finds scuff marks on the wall and one cracked floor tile. The form says the hallway walls and floors are in “good” condition.

State two things Lucas must do before he returns the form, and explain why his notes and photos protect him at the end of the tenancy.

Question 12 (2 marks)

Stimulus — Bellwater Community Health: consent form (extract).

Before treatment, patients complete this form. Section 2 asks: “Do you have any allergies, or react badly to any medicine? List them below. Write ‘none’ if this does not apply.” Section 4 ends: “I confirm the information I have given is accurate. If you are unsure of any word on this form, ask the receptionist before you sign.”

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

Explain why answering the allergy question accurately matters for Olivia’s own safety. State what she should do if she is not sure what one of the words in Section 2 means.

Question 13 (3 marks)

Stimulus — Bellwater District Council: infringement notice (extract).

An infringement notice is an official written notice that a rule was broken, with a fine attached.

Notice no. 88412 · Offence: overstaying a 2-hour parking limit · Penalty: \$119.00 · Due: within 28 days of the notice date.

Your options: pay the penalty by the due date; or, if you believe this notice was issued in error, apply for an internal review (a check of the notice by the issuing body) within 14 days of the notice date. If you take no action, further fees may be added and the matter may be referred to a fines enforcement agency.

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

Sam believes the parking meter was broken when he parked, and the bay's limit was not his fault to break.

State the two options the notice gives Sam, with the time limit attached to each. Explain one consequence, stated in the notice, of doing nothing.

Question 14 (2 marks)

A worker at Redgum Fencing needs the procedure for refuelling the auger. The copy pinned to the workshop noticeboard says "Version 2.1 — March 2024". The copy on the company intranet (the private staff website) says "Version 3.0 — February 2026", and the two copies give different steps.

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

State which copy the worker must follow and explain why. State one way the worker can confirm which version is the current one.

Question 15 (3 marks)

Stimulus — Torrens Automotive: safety data sheet for a parts degreaser (contents extract).

A safety data sheet (SDS) is the technical document that describes a chemical: what it is, what harm it can do, and what to do about it. The contents page of this SDS lists its sections, including:

- Section 4 — First-aid measures: what to do if the chemical gets on skin or in eyes
- Section 6 — Spill measures: how to clean up a spill safely
- Section 7 — Handling and storage: how to use and store the container
- Section 8 — Exposure controls and personal protection: what to wear, including gloves and eye protection

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

Jackson is pouring degreaser into a parts tray when some splashes towards his face, his hands feel sore, and a puddle spreads on the floor.

Using the contents extract, state which section Jackson should read for each of these three needs: what to do about the splash near his eyes and hands; what to wear the next time he pours; how to clean up the puddle safely.

Question 16 (2 marks)

For each situation, identify the person or office that should be asked, and explain why they are the right person.

- (i) A worker's payslip is missing two hours of overtime.
- (ii) A student on work placement cannot attend tomorrow's placement day.

Question 17 (3 marks)

Stimulus — pay summary (extract).

Ruby's ordinary hourly rate: \$25.60. This week: 32 ordinary hours and 3 overtime hours. Overtime is paid at 1.5 times the ordinary hourly rate.

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

Calculate Ruby's overtime hourly rate, correct to 2 decimal places. Then calculate Ruby's total pay for the week, correct to 2 decimal places, showing your working.

Question 18 (3 marks)

Stimulus — job offer letter (extract).

Dear Tahlia,

We are pleased to offer you the position of Retail Assistant. Your start date is Monday 3 August 2026, at 9.00 am. Please confirm your acceptance of this offer **in writing** by Friday 17 July 2026. On your first day, bring your tax file number, photo identification, and your bank account details for payroll. If you are unable to attend on the start date, contact the store manager at least 2 business days before it.

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

Write Tahlia's action list: state the three things she must do, each with the date or deadline attached to it in the letter.

Answers

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

Q2. State, give, state (4). a. Technical documentation — it uses the specialist words of the fencing trade (auger, obstruction, hearing protection) and is written for one workplace; b. “obstruction” = something in the blade’s way that blocks it — a buried rock, root or post; c. any two before-starting actions — check the fuel cap is tight; check the area is clear of people and obstacles (also creditable: be a trained worker; wear the listed protection; have a second person nearby). See the fully-worked solutions for models.

Q3. State (4). a. Any two of — block letters; blue or black pen; fill in every field / write “N/A” where a field does not apply; check details before submitting; b. “N/A”; c. Saturday 1 August 2026 (at least 7 days before 8 August 2026). See the fully-worked solutions for the model.

Q4. State, explain (5). a. Any two of — photo ID; proof of income (two most recent payslips or an employer letter); contact details of her most recent rental provider; b. the fee is not refunded; c. being approved does not promise her this unit — the agency can approve her and still not offer the property; d. any pre-payment check — the fee matches the published \$55.00; she gets a receipt; the property is still available. See the fully-worked solutions for models.

Q5. State, calculate, explain (4). a. Wednesday, Thursday and Saturday; b. Wednesday 6.0 h + Thursday 7.5 h + Saturday 4.0 h = **17.5 hours**, correct to 1 decimal place; c. the note’s rule — shifts longer than 6 hours carry a 30-minute unpaid meal break — so Thursday’s 8.0-hour shift is paid as 7.5 hours (Wednesday is exactly 6 hours, not longer, so it is paid in full). See the fully-worked solutions for the model.

Q6. State, explain (4). a. Sofia’s return has been lodged and a refund of \$312.45 is due to her; b. confirm her bank account details with Ellison Tax Practice by Friday 24 July 2026; c. “business days” are working days — weekends and public holidays do not count, so the real wait can be longer than 3 calendar days. See the fully-worked solutions for models.

Q7. State, identify, explain (3). First action — make the area safe (and give first aid only if trained); within 24 hours — an Incident Report Form; the procedure covers near misses because an event that nearly caused harm shows a danger while it can still be fixed — reporting it protects the next person. See the fully-worked solutions for the model.

Q8. State, calculate, identify, explain (3). Within the limit — 25 June 2026 is inside 30 days of 20 June 2026; payment if accepted: \$900.00 – \$250.00 = **\$650.00**, correct to 2 decimal places; risk — condition 3: items left outdoors overnight are not paid for, and the bicycle was in the backyard overnight. See the fully-worked solutions for the model.

Q9. State, explain (3). During probation — give 1 week’s notice in writing; after probation — 2 weeks’ written notice is required; Jesse must provide his own hand tools (as listed in Schedule B) — powered tools come from the employer. See the fully-worked solutions for the model.

Q10. Identify, calculate, state (3). The invoice charges for 24 boxes but the docket records only 20 delivered; correct total: $20 \times \$18.50 =$ **\$370.00**, correct to 2 decimal places; before paying — contact Fresh Fields Produce about the difference and ask for a corrected invoice, keeping both documents. See the fully-worked solutions for the model.

Q11. State, explain (3). Any two of — write the scuff marks and the cracked tile on the form in his own words (over or beside the “good” entry); photograph both and keep the photos; return the form within 7 days; keep a copy. Why — at the end of the tenancy the form is the record used to decide the bond; without his notes he could be blamed, and charged, for damage that was already there. See the fully-worked solutions for the model.

Q12. Explain, state (2). Accuracy keeps her safe — staff use the allergy list to avoid giving her anything she reacts to, and “none” written when an allergy exists could lead to the wrong treatment; if a word is unclear — ask the receptionist before signing, as the form itself instructs. See the fully-worked solutions for the model.

Q13. State, explain (3). Option 1 — pay the \$119.00 penalty within 28 days of the notice date; option 2 — apply for an internal review within 14 days of the notice date, because he believes the notice was issued in error; consequence of doing nothing — further fees may be added, and the matter may be referred to a fines enforcement agency. See the fully-worked solutions for the model.

Q14. State, explain (2). Follow the intranet copy — Version 3.0, February 2026 — because it is the newer version and the intranet is where the company keeps its current documents; confirm by asking the supervisor or safety officer which version is current (or checking the intranet’s review date). See the fully-worked solutions for the model.

Q15. State (3). Eyes and hands — Section 4, First-aid measures; what to wear next time — Section 8, Exposure controls and personal protection; the puddle — Section 6, Spill measures. See the fully-worked solutions for the model.

Q16. Identify, explain (2). (i) The payroll officer (or the supervisor, who passes it on) — the pay policy names the payroll officer for pay errors, and they can correct the payslip; (ii) the placement coordinator at the training provider **and** the host supervisor — the placement agreement requires both to be contacted the same day. See the fully-worked solutions for the model.

Q17. Calculate (3). Overtime rate: $\$25.60 \times 1.5 = \$38.40$ per hour, correct to 2 decimal places; total pay: $32 \times \$25.60 = \$819.20$ ordinary, plus $3 \times \$38.40 = \$115.20$ overtime, total **\$934.40**, correct to 2 decimal places. See the fully-worked solutions for the model.

Q18. Write a list, state (3). 1. Confirm acceptance of the offer in writing by Friday 17 July 2026; 2. attend at 9.00 am on Monday 3 August 2026 with her tax file number, photo ID and bank details; 3. if she cannot attend on the start date, contact the store manager at least 2 business days before Monday 3 August 2026. See the fully-worked solutions for the model.

Fully-worked solutions

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

1 → C — an enrolment form collects your details so you can join a course.

2 → A — a work roster shows which shifts each person works.

3 → D — an invoice tells a customer how much they owe for goods or services.

4 → B — a condition report records the condition of a property at the start of a rental.

5 → E — a work procedure sets out how to do a task safely and correctly, step by step.

(Model response: 75 words)

Marker’s note: Each pair follows the document’s job, not its setting — a form collects, a roster schedules, an invoice bills, a report records, a procedure instructs. Knowing the jobs is the first layer of engaging: it tells you what the document is about to ask of you.

Q2. Command terms: *state = give briefly; give = supply.*

a. This is technical documentation. It is written in the specialist words of the fencing trade — “auger”, “obstruction”, “hearing protection” — and it exists for one workplace’s workers, not for the general public. That specialist language is what makes a document technical.

b. “Obstruction” means something in the blade’s way that blocks it. The words around it give the meaning: the blade “hits” the obstruction, and the engine must be stopped “before clearing it” — so an obstruction is a thing the blade strikes and someone must clear away, such as a buried rock, a root or an old post.

c. Two things Omar must do before starting the auger: check that the fuel cap is tight, and check that the area is clear of people and obstacles. (Being a trained worker, wearing the listed protection, and having a second person nearby are also “before starting” requirements — any two are creditable.)

(Model response: 149 words)

Marker’s note: Part a needs the reason tied to the definition — specialist language for a trade or workplace — not just “it looks official”. Part b must use the bulletin’s own surrounding words; a dictionary-style guess that ignores the context misses the skill being marked.

Other fully creditable answers. Part a: “technical — it is a workplace safety document with jargon a new worker must gloss” or similar. Part b: any gloss consistent with “something that blocks the blade”. Part c: any two of the before-starting requirements, including point 1 (only trained workers may operate it) and points 3–4 (protection worn; second person present).

Q3. Command term: *state = give briefly.*

a. Two instructions about how the form must be filled in: complete it in block letters, and use blue or black pen. (Also creditable: fill in every field, writing “N/A” where a field does not apply; check your details before submitting.)

b. Chloe should write “N/A” in the fax-number field. The instructions say every field must be filled in and that “N/A” (not applicable) is what belongs in a field that does not apply — a blank field could be read as something she forgot.

c. The latest date Chloe can book is Saturday 1 August 2026: the instructions require the booking at least 7 days before the event, and 7 days before Saturday 8 August 2026 is 1 August 2026.

(Model response: 120 words)

Common errors: Leaving the fax field blank instead of writing “N/A” — the form’s own rule turns a blank into a mistake. And counting the 7 days from the wrong end: the booking must be made **on or before** 1 August, not on 8 August minus “a few days”.

Other fully creditable answers. Part a: any two of the four printed instructions that govern *how* the form is completed.

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

- a.** Two things Zoe must provide besides the completed form: a copy of her photo ID, and proof of income — her two most recent payslips or a letter from her employer. (Contact details of her most recent rental provider is equally creditable.)
- b.** If the application is unsuccessful, the \$55.00 fee is not refunded — the sheet says the fee covers processing and is not returned. Zoe pays it whatever the outcome.
- c.** The sentence means Zoe can pass the checks — be approved as a suitable tenant — and still not be offered this unit. Approval is not a promise of a home, so Zoe should keep looking at other properties while she waits, and should not treat the agency's processing time as a move-in date.
- d.** One check before paying: confirm the fee is the \$55.00 the sheet states, and get a receipt. (Equally creditable: check the property is still available, or check what the fee does and does not cover.)

(Model response: 160 words)

Marker's note: Part c is the fine-print skill: the sheet's last line quietly separates "approved" from "offered". A response that only repeats the sentence ("it does not guarantee") without saying what that means **for Zoe** has not explained anything.

Other fully creditable answers. Part a: any two of the three listed items. Part d: any check aimed at the money or the property's availability before the fee is handed over.

Q5. *Command terms: state = give briefly; calculate = work out, showing the arithmetic; explain = give reasons.*

- a.** Kurt works Wednesday, Thursday and Saturday.
- b.** Wednesday: 9.00 am to 3.00 pm is 6.0 hours — the note only takes a break from shifts **longer than** 6 hours, so Wednesday is paid in full. Thursday: 12.00 pm to 8.00 pm is 8.0 hours, minus the 30-minute unpaid meal break = 7.5 hours. Saturday: 8.00 am to 12.00 pm is 4.0 hours. Total paid hours = $6.0 + 7.5 + 4.0 = 17.5$ hours, correct to 1 decimal place.
- c.** The rule: shifts longer than 6 hours include a 30-minute unpaid meal break. It changes Thursday — Kurt is at work 8.0 hours but is paid for 7.5, because the half-hour break is unpaid.

(Model response: 108 words)

Common errors: Deducting the break from Wednesday as well. Wednesday is exactly 6 hours — not longer than 6 — so the note does not touch it. And writing "17.5 hours" as "17 hours 50 minutes": half an hour is 0.5 of an hour, not 50 minutes.

Q6. Command terms: *state = give briefly; explain = give reasons.*

- a.** The main message: Sofia’s tax return has been lodged, the tax office has assessed it, and a refund of \$312.45 is due to her.
- b.** Sofia must confirm her bank account details with Ellison Tax Practice’s office, by Friday 24 July 2026. Until she does, the refund can be delayed.
- c.** “Business days” means working days — Monday to Friday, without public holidays. The letter uses the term because the 3 days are counted only on days the banks and offices are open: a refund processed on Friday could arrive on Wednesday, which is more than 3 calendar days later. The term stops Sofia counting a weekend and thinking the refund is late.

(Model response: 113 words)

Marker’s note: Part b needs both halves — the action **and** the date. Part c credit goes to the reasoning (business days exclude weekends and public holidays, so the wait can be longer than it looks), not to “it is faster”.

Other fully creditable answers. Part a: any statement carrying both facts — the return was lodged/assessed and a \$312.45 refund is due. Part c: any explanation that business days are working days, excluding weekends and public holidays.

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

The first thing a staff member must do at the scene is make the area safe — here, that means clearing or cordoning off the broken glass so nobody steps in it — and give first aid only if trained to do so. The document that must be completed within 24 hours is the Incident Report Form. The procedure covers near misses because an event that nearly caused harm — glass on a dining-room floor with nobody cut — shows a danger while it can still be fixed; reporting it lets the home remove the risk before the next jug drops on someone who is not so lucky.

(Model response: 104 words)

Marker’s note: “Call the supervisor” is step 2, not step 1 — the question asks for the **first** thing done **at the scene**, and the numbered order of the procedure is the answer. Credit “give first aid” only with the trained condition attached, because the procedure prints it.

Q8. Command terms: *state = give briefly; calculate = work out, showing the arithmetic; identify = name; explain = give reasons.*

Time limit: yes, Liam notified within the limit. The incident was on Saturday 20 June 2026 and he notified on Thursday 25 June 2026 — 5 days later, well inside the 30 days condition 1 allows.

Payment if accepted: the value minus the excess = \$900.00 – \$250.00 = **\$650.00**, correct to 2 decimal places.

Condition at risk: condition 3 — the insurer will not pay for items left outdoors overnight. Liam’s bicycle was in the backyard, outdoors, overnight when it was stolen, so the insurer can refuse the whole claim on that condition even though his timing and his arithmetic are right.

(Model response: 98 words)

Common errors: Answering “the claim will be paid \$650.00” as the end of the story. Parts a and b follow the document’s steps; part c is where engaging with the **conditions** bites — an exclusion can defeat a claim that met every deadline. Read all four conditions, not the one that suits you.

Q9. *Command terms: state = give briefly; explain = give reasons.*

If Jesse decides to leave during his probationary period, he must give 1 week's notice in writing — spoken notice is not enough, because clause 7 requires the notice to be written.

Once the probationary period ends, his notice changes: 2 weeks' written notice is required instead of 1 week — leaving gets harder the longer he stays, because the clause doubles the notice.

One thing Jesse must provide himself: his own hand tools, as listed in Schedule B. Clause 8 puts powered tools on the employer and hand tools on the employee.

(Model response: 91 words)

Marker's note: This is a contract-clause task: the credit is in reading **both sides** of each sentence. "Either party" in clause 7 means the 1-week rule protects Jesse as much as the employer — he can also end the employment with 1 week's written notice.

Other fully creditable answers. Part c: any wording that keeps the split right — powered tools from the employer; hand tools (Schedule B list) Jesse's own responsibility.

Q10. *Command terms: identify = name; calculate = work out, showing the arithmetic; state = give briefly.*

Difference: the invoice charges for 24 boxes of tomatoes, but the signed delivery docket records only 20 boxes delivered — the café is being charged for 4 boxes it never received.

Correct total: 20 boxes $\times$ \$18.50 = **\$370.00**, correct to 2 decimal places. (The invoice's \$444.00 = 24 $\times$ \$18.50 is the wrong quantity.)

Before paying: the café should contact Fresh Fields Produce, point out the difference between the two documents, and ask for a corrected invoice — and keep the invoice and the signed docket together as the evidence. Paying the \$444.00 and arguing later is the harder road; quietly paying \$370.00 without telling them leaves the supplier's records wrong.

(Model response: 106 words)

Marker's note: The signed docket is the checking document — engagement here means comparing one document against another, not reading the invoice alone. The third mark needs an action aimed at the supplier (contact, request correction, keep records), not just "don't pay".

Q11. *Command terms: state = give briefly; explain = give reasons.*

Two things Lucas must do before returning the form: first, write the scuff marks and the cracked tile on the form in his own words — beside or over the printed "good" entries for the hallway — and photograph both, keeping the photos; second, return the completed form within the 7 days and keep a copy of everything he submits.

His notes and photos protect him because the instructions say this form is the record used at the end of the tenancy to decide whether his bond is returned. If Lucas signs the "good" entries as they stand and says nothing, the record claims the hallway was undamaged when he arrived — and at the end, the scuffs and the crack could be blamed on him and taken out of his bond. What he adds now is the evidence that the damage was already there.

(Model response: 142 words)

Common errors: "Take photos" alone. The photos support the form, but the demand is to **write the damage on the form itself** — the form is the record the instructions name. And missing the 7-day deadline: a late form may not be accepted as the starting record.

Other fully creditable answers. Any two of — add the damage in his own words; photograph it; return within 7 days; keep a copy — provided the explanation ties the action to the end-of-tenancy bond decision.

Q12. *Command terms: explain = give reasons; state = give briefly.*

Answering accurately protects Olivia because the staff use her allergy list when they treat her: the list tells them what she reacts to, so they can avoid giving her any medicine or treatment that could harm her. If she writes “none” when an allergy exists, the staff may treat her without the protection that information gives — the form is a safety document as well as a permission.

If a word in Section 2 is unclear, Olivia should ask the receptionist before she signs — the form instructs exactly that. Guessing at a word on a document about her health is the one thing the form tells her not to do, and asking is free.

(Model response: 113 words)

Marker’s note: Part a needs the safety reasoning — how the list is **used** — not “so the form is true”. Part b needs the ask-**before**-signing order: asking after signing is too late to change what she declared.

Q13. *Command terms: state = give briefly; explain = give reasons.*

Option 1: pay the \$119.00 penalty within 28 days of the notice date. Option 2: because Sam believes the notice was issued in error, apply for an internal review — the council’s own re-check of the notice — within 14 days of the notice date. Note the two clocks are different: the review window (14 days) closes before the payment window (28 days).

One consequence of doing nothing, stated in the notice: further fees may be added, and the matter may be referred to a fines enforcement agency — the problem grows instead of going away.

(Model response: 93 words)

Marker’s note: Sam’s situation points at option 2, but the question asks for **both** options with their time limits — a student who only recommends the review has answered half the question. The 14-versus-28-day detail is the fine-print catch: decide about the review before the shorter clock runs out.

Other fully creditable answers. Any wording that keeps both options and both time limits correct, and any consequence stated in the notice (added fees; referral to enforcement).

Q14. *Command terms: state = give briefly; explain = give reasons.*

The worker must follow the intranet copy — Version 3.0, February 2026. It is the newer version, and the intranet is where the company keeps its current documents, so it is the copy the company maintains and updates; a pinned paper copy cannot update itself, and “Version 2.1 — March 2024” is nearly two years older. Following the old steps could mean following steps the company has deliberately changed — possibly for safety.

One way to confirm: ask the supervisor or the safety officer which version is current. Checking the intranet page for its review or update date is equally creditable.

(Model response: 98 words)

Common errors: Choosing the noticeboard copy because it is physical and familiar, or because “it has always been there”. Version and date decide, not location — and when versions disagree, asking the responsible person ends the doubt.

Q15. *Command term: state = give briefly.*

For what to do about the splash near his eyes and sore hands: Section 4 — First-aid measures. That section is listed as what to do if the chemical gets on skin or in eyes, which is exactly Jackson's situation. (First, of course, he follows immediate first aid and tells his supervisor — the SDS reading supports the response, it does not replace it.)

For what to wear the next time he pours: Section 8 — Exposure controls and personal protection — the section that lists what to wear, including gloves and eye protection.

For how to clean up the puddle safely: Section 6 — Spill measures.

(Model response: 102 words)

Marker's note: The skill is using a technical document's contents list as a finding aid — matching each need to the section whose listed contents answer it. Section 7 (handling and storage) is the near-miss distractor: it covers using and storing the container, not the emergency in front of Jackson.

Q16. *Command terms: identify = name; explain = give reasons.*

(i) The payroll officer — or the supervisor, who can pass it on. The pay policy names the payroll officer as the person to notify about pay errors, and that office produces the payslip, so it is the office that can correct the missing overtime. The notification should be in writing, within any time limit the policy sets.

(ii) The placement coordinator at the training provider **and** the host supervisor. The placement agreement requires the student to contact both on the same day — one contact alone does not meet the agreement, because the coordinator owns the student's course record and the host owns the workplace roster.

(Model response: 105 words)

Marker's note: "The right person" is whoever the documents name — this section's documents (a pay policy, a placement agreement) print their own contacts. A student who says "a workmate" or "someone at the office" has not engaged with the document that answers the question.

Q17. *Command term: calculate = work out, showing the arithmetic.*

Overtime hourly rate: $\$25.60 \times 1.5 = \mathbf{\$38.40}$ per hour, correct to 2 decimal places.

Total pay for the week: ordinary pay = $32 \times \$25.60 = \$819.20$; overtime pay = $3 \times \$38.40 = \$115.20$; total = $\$819.20 + \$115.20 = \mathbf{\$934.40}$, correct to 2 decimal places.

(Model response: 37 words)

Common errors: Multiplying the whole week at the overtime rate, or adding the overtime hours to the ordinary hours first ($35 \times \$25.60$ misses the penalty rate entirely). The rate and the hours must stay paired: ordinary hours at the ordinary rate, overtime hours at 1.5 times it.

Q18. *Command term: write a list = set out the items; state = give briefly.*

Tahlia's action list, each action with the letter's date attached:

1. **By Friday 17 July 2026** — confirm her acceptance of the offer in writing (an email or a signed note back to the employer; a phone call alone does not meet “in writing”).
2. **Monday 3 August 2026, 9.00 am** — attend for her first day, bringing her tax file number, photo identification, and her bank account details for payroll.
3. **If she cannot attend on the start date** — contact the store manager at least 2 business days before Monday 3 August 2026, which means by Wednesday 29 July 2026 at the latest.

(Model response: 102 words)

Assessment route: 1 mark for each action correctly paired with its deadline. The plan skeleton: acceptance in writing (17 July) → first day with the three documents (3 August, 9.00 am) → absence route to the manager (2 business days before). Action 2 without the three items to bring is half an action — the letter lists what “attend” includes.

Marker's note: “2 business days before Monday” excludes the weekend: Thursday 30 and Friday 31 July would be too late; counting back over working days lands on Wednesday 29 July 2026. A list that names the actions but drops the dates loses the marks the dates carry.

Other fully creditable answers. Any list keeping all three actions and their deadlines, in any order.

Chapter 3 Oral communication, discussion and literacy conventions — 3B Elements of oral communication: eye contact, tone, body language and intonation

Theory

A speaker sends two messages at once. When someone speaks, you receive the words — and you receive the delivery: where the speaker’s eyes go, the feeling in the voice, what the body is doing, how the voice rises and falls. Delivery can strengthen the words, change their meaning, or contradict them outright. This section teaches the **elements of oral communication** — the parts of delivery that a listener notices and that a speaker can control.

Oral communication is the sending and receiving of messages in spoken words: face-to-face talks, phone calls, video calls, voice messages, recorded presentations and speeches to a group. In this book you will meet oral communication from three sides at once: listening to and observing speakers (a guest speaker in class, a workplace briefing, a recorded talk), judging how delivery shapes a message, and planning your own delivery when it is your turn to speak.

The Unit 3 study design for this book lists as a key knowledge point the elements of oral communication — eye contact, tone, body language and intonation.

The same point appears in all four areas of study this book covers, so these elements are used again and again — whenever you discuss a text, present information, advise someone, or speak up for a cause. This section is where they are taught, once, properly.

About the wording in this section. The study design names eye contact, tone, body language and intonation but does not define them. This book treats **eye contact** as where a speaker looks while speaking; **tone** as the feeling a voice carries; **body language** as the messages the body sends; and **intonation** as the rise and fall of the voice. Every question in this section can be answered from these definitions alone. Keep one frame in mind: delivery customs vary between cultures and situations — steady eye contact, for example, is expected in some settings and impolite in others. This section describes what is commonly expected in Australian workplaces, classrooms and community settings, and every task tells you the situation to judge against.

Every organisation, person, transcript and situation in this section was created for this book. No real organisation is being imitated.

The four named elements

1. **Eye contact** — where the speaker looks. With one listener, look at that person for most of the time — not a stare; short breaks are natural. With a group, scan: hold one person for a phrase, then move to someone else, covering the whole room across the talk.

Eye contact does three jobs: it tells listeners they matter; it helps them trust the speaker (“this person means it”); and it lets the speaker read faces — a puzzled look is a signal to slow down or explain again. Too little eye contact (floor, notes, ceiling) makes a speaker look nervous, unprepared or uninterested. Too much — an unbroken stare — makes listeners uncomfortable.

2. **Tone** — the feeling the voice carries: warm, cold, cheerful, flat, sharp, patient, rushed, firm. Tone tells the listener how the speaker feels about them and about the topic, often before the words do. “Thanks for waiting” in a warm tone is real gratitude; the same words in a flat, rushed tone sound like brushing someone off. Match tone to purpose: a safety warning wants a firm, serious tone; welcoming a new starter wants a warm one.
3. **Body language** — everything the body does while the mouth speaks:
 - **Posture** — how you hold yourself standing or sitting. Upright and balanced reads as alert and confident; slumped reads as tired or unsure; rocking from foot to foot reads as nerves.
 - **Gestures** — movements of the hands and arms. Gestures can show meaning: hold up three fingers for three rules, show the size of something, point at the chart. Fussy gestures — playing with a pen, touching hair, jingling keys — distract the listener from the words.

- **Facial expression** — the face: smiles, frowns, raised eyebrows. A smile fits welcomes and thanks; a serious face fits warnings and bad news. A face that does not match the words — smiling while delivering bad news — confuses listeners.
- **Position and movement** — where the body is. Facing the listener reads as open and involved; turned away, or eyes on a screen, reads as closed and uninterested. One step closer says *this matters*. Folded arms often read as closed off or defensive — though sometimes a person is simply cold, which is one reason delivery evidence supports a claim about the effect on a listener, never a verdict on a person.

Listeners send body language too — nods, eye contact, leaning in. The listening side of discussion has its own section later in this chapter.

4. **Intonation** — the pattern of rises and falls in the voice across words and sentences. **Pitch** is how high or low a sound is; intonation is how pitch moves as you speak. It does several jobs:
 - A fall at the end of a sentence sounds certain — a statement has landed. A rise at the end sounds unsure, or turns a statement into a question (“You’re coming?”).
 - Stressing one word changes the meaning. “The TRUCK leaves at four” (not the van) and “The truck leaves at FOUR” (not three) are different messages built from the same words.
 - A small rise on each item in a list says “more to come”; a fall on the last item says “that’s everything”.
 - A voice with no rises and falls at all is called **monotone**. It is hard to keep listening to, because nothing is marked as important.

Three related elements. The study design’s list says “including”, so the four named elements are not the whole set. Three more do constant work:

- **Pace** — how fast or slow someone speaks. Nerves usually speed pace up; important points need pace slowed down. Too fast and listeners lose the thread; too slow and they switch off.
- **Volume** — how loud or soft the voice is. Fit volume to the room and the message: louder to reach the back of a workshop, softer to draw people in. A voice that drops away at the end of each sentence loses the listener exactly where the important words live.
- **Pause** — a planned silence. A pause before a point says “this matters”; a pause after gives listeners time to take it in. Pauses also give the speaker somewhere to put a breath instead of a filler sound (“um”, “ah”).

Delivery cues you will see in this book. The tasks below use transcripts, so the elements arrive as bracketed cues. This table sorts the common ones:

Delivery cue	Element it shows
“[looks at each person in turn]”	eye contact
“[warm, friendly voice]”	tone
“[arms folded, leaning back]”	body language
“[voice rises on the last word]”	intonation
“[speaks very quickly]”	pace
“[voice too quiet at the back of the room]”	volume
“[long silence before the next point]”	pause

Matching: when words and delivery work together. When delivery matches the words, the message arrives whole: a warm tone, a smile and open hands make “thanks for coming” land as real thanks. When words and delivery clash, listeners usually believe the delivery, not the words. “I’m really happy to help” [flat tone, arms folded, eyes on the floor] — nobody hears happiness in that. A clash leaves listeners confused and less trusting; in your answers, describe it as the delivery contradicting the words.

The channel changes what delivery can do. Not every element can travel down every channel:

Situation	What the listener receives
Face-to-face	everything: the words plus eye contact, tone, body

Situation	What the listener receives
Phone call or voice message	language, intonation, pace, volume and pause the words plus everything the voice can do — tone, intonation, pace, volume, pause. No eye contact and no body language: the voice must do their jobs too
Video call	the words, the voice, and a limited picture — usually face and shoulders. “Eye contact” means looking at the camera, not at the faces on the screen
Recording played back	the same as live, but frozen: the speaker cannot see the audience and cannot adjust anything mid-way

How this book shows speech: transcripts and delivery cues. A printed book cannot carry sound, so every spoken text here appears as a **transcript** — the written record of what was said — with **delivery cues** in square brackets. The words are what the person said; the cue is what the voice and body did at that moment. Read each cue as evidence: a cue does exactly the job that a quoted phrase does in a written text. When you watch or listen to a speaker outside this book, your ears and eyes collect the same evidence the brackets print for you here.

Strategy — three passes. Whether you are watching a speaker live, listening to a recording, or reading a transcript in this book, make three short passes. **Pass 1 — words only:** what was said? Note form is fine. **Pass 2 — delivery only:** what did the voice and body do? List the cues. **Pass 3 — matching:** did the delivery fit the words and the situation? Keep a **delivery log** in note form — a mini table with three columns: *element* | *what the speaker did* | *effect on the listener*. A finished log turns straight into an answer.

What tasks ask you to do. Every task in this section is built from a few moves:

- **Identify elements** — name the element a cue or described behaviour shows.
- **Describe effects** — say what the delivery does to the listener: attention, trust, understanding, feeling.
- **Explain fit** — say why a delivery suits (or fails) this situation, audience and purpose.
- **Compare deliveries** — same words, different cues: say what changes and why it matters.
- **Suggest improvements** — give a specific change tied to an element (“look up at the end of each point”), never a vague one (“be more confident”).
- **Plan your own delivery** — choose elements for a talk you will give, and justify each choice against the audience and purpose.

One frame fits most written answers:

The speaker _____ (element + evidence). This makes the listener _____ (effect). A better choice would be _____ because _____.

Watch out — tone is not intonation. Tone is the overall feeling of the voice (warm, flat, sharp). Intonation is the movement of the voice across words — rises, falls, stress. “Thanks for waiting” said warmly and said sharply differ in tone; “The TRUCK leaves at four” and “The truck leaves at FOUR” differ in intonation. Naming the right element is often where the mark is.

Watch out — judge the delivery, not the person. Weak eye contact or a shaky voice usually means nerves, not dishonesty, and customs differ between cultures and situations. Never write “the speaker is lying” from a delivery cue. Describe the effect on the listener (“the interviewer struggles to build a connection”) and keep every judgement about behaviour, not character.

Watch out — fit beats rules. There is no fixed list of “good delivery”. Loud volume and big gestures suit a market stall; they do not suit a quiet counselling room. Every judgement in this section starts with the situation: who is listening, where, and what is the talk for?

Watch out — more is not better. Too much of any element backfires: unbroken eye contact becomes a stare, constant gestures distract, and a rise at the end of every sentence makes everything sound unsure. Aim for variety that matches the message.

Worked examples

Example 1 — scaffolded

Task. Read Stimulus A, a job-interview transcript. Identify three elements of oral communication in Dena’s delivery and explain the effect of each on the interviewer, Maree. (6 marks)

Stimulus A — Interview transcript: opening minutes at Candlebark Outdoors.

A transcript shows speech in writing; delivery cues appear in square brackets. The words are what the person said; the cues are what the voice and body did.

MAREE: Good morning, Dena. Come in, have a seat. [warm tone, smiling, steady eye contact]

DENA: Thanks. Morning. [quiet voice, eyes on the floor, arms folded]

MAREE: Tell me a little about yourself. [calm pace, voice falls at the end]

DENA: Um. Well. I worked at a garden centre for two years, so I know plants and gear. [speaks faster, glances up once, then back to the floor, fingers busy with a pen]

MAREE: What do you know about camping equipment? [leans forward slightly, nods]

DENA: Quite a bit, actually — tents, stoves, sleeping bags. I use most of it myself. [voice a little stronger, one longer look at Maree, sits up straighter]

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

Working	Comment
Raw list of Dena’s cues: quiet voice · eyes on the floor · arms folded · speaks faster · glances up once · fingers busy with a pen · voice a little stronger · one longer look · sits up straighter	Step 1 — Scan the transcript and list every delivery cue for the person the task asks about — here, Dena only, not Maree. Note form is fine at the planning stage; the cue words are your evidence.
Sorted: eye contact — eyes on the floor, glances up once, one longer look. Body language — arms folded, fingers busy with a pen, sits up straighter. Pace and volume — quiet voice, speaks faster. Tone — voice a little stronger on gear she knows.	Step 2 — Group the cues under elements. One cue can sit under two elements; that is fine. Sorting shows what you have to choose from, and stops three “points” from all being the same element.
Chosen three: (1) eye contact, (2) body language, (3) pace and volume.	Step 3 — Pick three you can explain well, covering different elements. Three eye-contact cues would show less and score less. Notice Dena also has good moments — you can use one inside a point.
First, Dena’s eye contact is weak for most of the interview — “eyes on the floor”, one glance up. Effect: Maree struggles to build a connection and may read Dena as unsure of herself.	Step 4 — Build each point the same way: element → evidence (quote the cue) → effect on this listener. Name the listener: the task asks for effects on the interviewer, so “Maree”, not “people”.
Second, her body language sends a closed message early — “arms folded”, then “fingers busy with a pen”. Effect: reads as nerves, and the fiddling pulls attention off her answers.	Step 5 — Second point, same shape. Keep the judgement on behaviour and effect — “this reads as nerves”, never “Dena is a nervous person” or anything about her character.
Third, she speaks in a “quiet voice” and “speaks faster” under pressure, so her answers are hard to follow. But on gear she knows, her “voice [is] a little stronger” with “one longer look” — and there Maree hears real confidence.	Step 6 — A point can carry both halves: a weak delivery, and the moment it improves. Quoting the cue that changes proves you read the whole transcript, not just the first line.
Assemble the three points into one answer.	Step 7 — Assemble. Six marks = three elements, each with quoted evidence and an effect on Maree. Check each point names a different element.

Assembled response (6 marks):

First, Dena’s eye contact is weak for most of the interview: her eyes stay “on the floor” and she only “glances up once”. The effect on Maree is that she struggles to build a connection, and she may read Dena as unsure of herself. Second, Dena’s body language sends a closed, busy message — she sits with “arms folded” and her “fingers [are] busy with a pen”, which reads as nerves and pulls attention away from her answers. Third, she speaks in a “quiet voice” and “speaks faster” under pressure, so her answers are hard to follow; but when the questions reach gear she knows, her “voice [is] a little stronger” and she holds “one longer look at Maree” — and there the interviewer hears real confidence.

Word count: 125 words..

Example 2 — scaffolded

Task. Stimulus B holds two voice messages left for a customer by staff at Candlebark Outdoors. The words are exactly the same. Explain the different impressions the two messages give, and name the elements doing the work. (5 marks)

Stimulus B — Two voice messages, same words.

Both messages use this script: “Hi, this is Candlebark Outdoors. Your order is ready to collect. We’re open until six tonight. Thanks!”

Message 1 (Toby): [rushed, flat voice; reads each word off a card; a scanner beeps in the background; no pauses]

Message 2 (Maree): [warm tone; a smile in the voice; pauses after “ready to collect”; clear falls at the end of each sentence; steady pace]

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

Working	Comment
Words: identical (one script). Channel: recorded voice message → no eye contact, no body language available; the voice carries everything.	Step 1 — Start with what the task controls: the words cannot explain any difference, so every difference must come from delivery. Then check the channel — a voice message rules two elements out before you begin.
Message 1 cues → elements: “rushed” = pace; “flat voice” = tone (heading for monotone); “reads each word off a card” = sounds read, not spoken to a person; “no pauses” = pause missing; beeping background = competes with the voice.	Step 2 — List Message 1’s cues and sort them under elements. “Flat” is tone, not intonation — it is the feeling of the voice, not a rise or fall.
Message 2 cues → elements: “warm tone”, “smile in the voice” = tone; “pauses after ‘ready to collect’” = pause (marks the key information); “clear falls at sentence ends” = intonation; “steady pace” = pace.	Step 3 — Do the same for Message 2. Notice the pause lands exactly on the information the customer rang about — placement is part of the skill.
Effects on the customer: Message 1 — sounds like a chore; the customer may feel like an interruption and may doubt the order is really ready. Message 2 — sounds like the store means it; friendly, settled, easy to act on; builds trust.	Step 4 — Turn each set of cues into effects on one listener: the customer who receives the message. Effects are what the delivery does — feeling, trust, clarity — not labels for the speaker.
Assemble: channel note + Message 1 (elements → impression) + Message 2 (elements → impression) + one-line contrast.	Step 5 — Assemble. Five marks: both messages covered, elements named for each, effects explained, and the same-words contrast made explicit.

Assembled response (5 marks):

The words are identical, so every difference in impression comes from delivery — and because these are voice messages, the voice has to do all the work: eye contact and body language are not available on this channel. Toby’s message sounds like a chore. The “rushed, flat voice” (pace and tone), the word-by-word card reading and the missing

pauses give the customer nothing warm to hold, so the customer may feel like an interruption — and may doubt the order is really ready. Maree’s message sounds like the store means it. The “warm tone” welcomes the customer, the pause after “ready to collect” marks the key information, and the clear falls at sentence ends (intonation) make the whole message sound settled and friendly. Same words — one message pushes the customer away, the other builds trust.

Word count: 133 words..

Example 3 — unscaffolded

Task. Read Stimulus C, a safety briefing. Explain how Maree’s use of two elements of oral communication makes the safety rule stand out for Toby. (4 marks)

Stimulus C — Safety briefing transcript: fuel canisters at Candlebark Outdoors.

MAREE: Toby — one minute before you start. Fuel canisters. [steps closer, holds up a canister] These always go on the bottom shelf, caps facing out. [slower on those words] If you ever smell gas, you stop and tell me straight away. [firm tone, steady eye contact, voice falls at the end — no rise] [short pause] That’s the one rule I’ll repeat all year. Now — show me where you’d put this one. [hands him the canister, steps back, nods]

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

Model response (4 marks):

Maree’s intonation marks the safety rule as different from everything else in the briefing. Her voice falls at the end of “you stop and tell me straight away” — a fall sounds certain and final, where a rise would make the rule sound like a question or a favour. Her eye contact works with it: she holds “steady eye contact” on exactly that line, which tells Toby the rule is serious and aimed at him personally, not part of the morning’s general chat. Because the delivery changes at the rule — firm tone, falling voice, held look, short pause after — Toby hears which sentence he must remember.

Word count: 105 words..

Takeaway: a speaker highlights what matters by changing delivery at that point — slow down, look up, fall instead of rise. The change is the highlighter.

Example 4 — unscaffolded

Task. Read Stimulus D, a fundraising appeal at Emu Crossing Community Centre. Grace’s content is strong, but her delivery works against her. Suggest three specific improvements, each tied to an element of oral communication, and explain the effect each improvement would have on the audience. (6 marks)

Stimulus D — Fundraising appeal transcript: the Tuesday homework club.

GRACE: Um — hi. So. I’m here to ask for support for the Tuesday homework club. [speaks fast, eyes on her notes] We help about fifteen teenagers with homework and a hot meal every week. [voice gets quieter on “hot meal”; fingers turning the corner of the page] The centre is asking for four thousand dollars to keep the club open next year. [monotone, shoulders turned in towards the lectern] If we don’t get it, the club closes in June. [glances up for the first time here — looks surprised that people are listening] Thanks. [steps back quickly]

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

Model response (6 marks):

First, Grace should slow her pace and lift her eyes off the notes — look up at a different person for each point, for example on “fifteen teenagers” and on “a hot meal”. As it stands, the audience never meets the people the club helps; steady eye contact would make the appeal personal and show Grace believes in it. Second, she should use her voice to mark the big number: pause before “four thousand dollars”, say it more slowly and at full volume, and let her voice fall at the end. That line is currently monotone and getting quieter, yet it is the ask the whole appeal exists to deliver. Third, she should open her body language: turn her shoulders to face the room instead of turning in towards the

lectern, and free her hands so she can hold up “fifteen” or gesture towards the hall. Turning in and fiddling with the page read as wanting to disappear; facing the audience reads as wanting their support. Together these changes would move the audience from listening politely to remembering — and giving.

Word count: 179 words..

Takeaway: an improvement earns the mark when it is specific and tied to an element — “look up at the end of each point”, never “be more confident”.

Practice questions

Scaffolded

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

Question 1 (2 marks)

Read Stimulus E, then name the element of oral communication each cue shows.

Stimulus E — Monday morning meeting transcript: Dean opens the week at Candlebark Outdoors.

DEAN: Morning, team. [warm tone, smiling] Three things today: the Emu Crossing order, the new stock delivery, and the weekend roster. [holds up three fingers] The delivery truck arrives at nine, so the yard needs clearing first. [looks at each person in turn before starting each point] The roster goes up on Friday. [steady pace; voice falls at the end of each sentence] Anything from anyone? [stands facing the team, hands free]

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

a. “[looks at each person in turn before starting each point]” (1 mark)

b. “[voice falls at the end of each sentence]” (1 mark)

Use this frame:

Cue (a) shows _____. Cue (b) shows _____.

Question 2 (2 marks)

Choose one other cue from Stimulus E. Explain the effect of that cue on the team.

Use this frame:

The cue “_____” shows _____ (element). It makes the team _____ because _____.

Question 3 (4 marks)

Match each delivery cue (1–4) with the element it shows (A–D). Use each element exactly once.

Delivery cue	Element
1 “[her eyes move slowly around the room while she talks]”	A tone
2 “[voice warm and calm]”	B intonation
3 “[stands up straight, hands out of pockets]”	C eye contact
4 “[stresses the word ‘Friday’ so it stands out]”	D body language

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

Question 4 (2 marks)

A supervisor at Candlebark Outdoors says: “The truck leaves at four.”

Explain how the meaning changes when the speaker stresses **truck**, compared with when the speaker stresses **four**.

Use this frame:

When “truck” takes the stress, the listener hears _____. When “four” takes the stress, the listener hears _____.

Hint: stressing a word tells the listener which part of the message is new or contrasted.

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

Question 5 (3 marks)

Read Stimulus F, a phone call transcript.

Stimulus F — Phone call transcript: a customer rings Candlebark Outdoors.

CHRIS: Hi — I ordered a tent two weeks ago and I’m not sure where it’s got to.

TOBY: Good morning! Thanks for ringing Candlebark. [bright, warm voice] Let me check that for you right now. [steady pace; voice falls at the end of each sentence] [checks the screen] Yes — it arrived this morning. You can pick it up any time today. [slows down on “any time today”]

CHRIS: Oh good. Thanks.

TOBY: No worries — see you soon. [smiling voice]

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

- a. State one element of oral communication that Toby cannot use on a phone call. (1 mark)
- b. Identify one way Toby sounds helpful using his voice alone, name the element, and say what it signals to Chris. (2 marks)

Use this frame for part b:

Toby sounds helpful when he _____ (cue). This is _____ (element), and it makes the caller _____.

Question 6 (2 marks)

Read Stimulus G, one line from a meeting.

Stimulus G — One line from a meeting.

SPEAKER: I’m really looking forward to this project. [flat tone, arms folded, eyes on the table]

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

Explain what is happening between the words and the delivery, and what listeners will probably take from the line.

Use this frame:

The words say _____. The delivery shows _____. Listeners will probably _____.

Hint: when words and delivery clash, listeners usually believe the delivery.

Un scaffolded

Question 7 (2 marks)

Read Stimulus H. Identify two elements of oral communication that Jo uses well, and state the effect of each on the visitors.

Stimulus H — Open-day welcome transcript: Emu Crossing Community Centre.

JO: Good morning, everyone — welcome in. [warm tone, smiling] [looks around the room at each face]
There's tea at the back, and the tour leaves in ten minutes. [calm, even pace] [stands facing the group, hands free]

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

Question 8 (3 marks)

Read Stimulus I. Identify one way the staff member's delivery works against his words, and explain the effect on the customer.

Stimulus I — Counter transcript: a customer question at Candlebark Outdoors.

CUSTOMER: Excuse me — does this stove come with a warranty?

STAFF: Yes. Two years. [eyes stay on the phone screen] [flat voice] [turns his body away from the counter]

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

Question 9 (2 marks)

Emu Crossing Community Centre used to welcome each new member with a face-to-face chat. It now sends a recorded phone welcome instead.

- State one element of oral communication that the recording loses compared with the face-to-face chat. (1 mark)
- Suggest one way the recorded speaker could make up for that loss using the voice alone. (1 mark)

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

Question 10 (2 marks)

One delivery — loud voice, big gestures, quick pace — is used in two situations: at a busy Saturday market stall, and in a quiet counselling room at Emu Crossing Community Centre.

Explain why the same delivery fits one situation and not the other.

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

Question 11 (3 marks)

Read Stimulus J, the opening of a student's talk to her training group.

Stimulus J — Presentation transcript: Erin opens her talk.

ERIN: Um — so — today I'm going to talk about my work placement. [speaks very fast] [reads every word off the card] [eyes on the floor] [voice gets quieter at the end of each sentence]

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

- Identify two signs of nerves in Erin's delivery. (2 marks)
- Choose one of those signs and suggest a specific improvement. (1 mark)

Question 12 (3 marks)

Read Stimulus K, the end of a Friday briefing at Candlebark Outdoors.

Stimulus K — Friday briefing transcript: closing jobs.

MAREE: So — the alarm goes on at six? [voice rises at the end] And someone locks the front gate? [rises again]

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

- a. Explain what the rising intonation does to these instructions. (2 marks)
- b. Suggest one intonation change Maree could make, and state its effect. (1 mark)

Question 13 (5 marks)

Read Stimulus L: two versions of the same announcement at Candlebark Outdoors.

Stimulus L — Two versions of the same announcement.

Both versions use these words: “The weekend roster is on the board. Please check it before you go home today. Let me know if you cannot make your shift.”

Version A (Dean): [flat voice] [speaks fast, already walking away] [no eye contact]

Version B (Maree): [calm pace, facing the team] [looks at each person] [slight pause after “check it”] [warm tone; voice falls at the end]

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

- a. Identify two differences in delivery between Version A and Version B. (2 marks)
- b. Explain which version is more likely to get the team to check the roster, using evidence from the cues. (3 marks)

Question 14 (3 marks)

At an information night at Emu Crossing Community Centre, a speaker keeps her eyes fixed on one friendly face in the front row.

- a. Explain the effect of this on the rest of the audience. (1 mark)
- b. Describe what good eye contact with a whole group looks like. (2 marks)

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

Question 15 (4 marks)

You will give a two-minute talk to your class: advice for handling the first day of a work placement. Plan your own delivery.

- a. Choose one voice element — pace, volume, pause or intonation. Name your choice and justify it against this audience and purpose. (2 marks)
- b. Choose one body element — eye contact, posture or gestures. Name your choice and justify it against this audience and purpose. (2 marks)

Question 16 (4 marks)

Read Stimulus M, an in-store announcement at Candlebark Outdoors. Identify two delivery choices that build customers' trust, and explain how each one works.

Stimulus M — In-store announcement transcript: a product recall.

MAREE: Good afternoon, everyone — can I have your attention for one minute, please. [calm pace; pauses and looks around the store] If you bought a two-burner camp stove here in September, please do not use it. [slower and firmer on “do not use it”] Bring it to the counter and we will refund you in full. [warm tone] No receipt, no problem — we have every sale in our system. [steady eye contact with the customers nearest the counter] I'll be at the counter all afternoon if anyone has questions. [voice falls at the end; small nod]

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

Question 17 (5 marks)

Read Stimulus N, a volunteer briefing at Emu Crossing Community Centre. Explain how Pat's delivery shapes his message. Use at least three elements of oral communication. Write about 100 words.

Stimulus N — Volunteer briefing transcript: the free bike-repair day.

PAT: Morning, all. [stands at the front, tools laid out on the bench beside him] The free repair day runs Saturday, nine to two. [pauses] Three rules. [holds up three fingers] One: bikes only — no scooters. Two: children under twelve stay with an adult. Three: we fix it with you, not for you — you learn the repair. [slower and louder on “with you”] [looks around the group at each rule] Bring your bike, and bring a friend. [warm tone] That's it — questions? [open hands, steps back from the bench]

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

Strategy: mind-map the transcript before writing — one branch per element (element → cue → effect on the audience), then join the branches into a paragraph with a closing line on the message as a whole.

Question 18 (6 marks)

Read Stimulus O: Toby's first team briefing at Candlebark Outdoors. His purpose is to brief the team so the load goes out safely and correctly.

Stimulus O — Team briefing transcript: Toby's first one.

TOBY: [speaks quickly, words run together] Morning — um — today's job is the trailer load for the Emu Crossing order. [reads from the sheet, head down] [holds the sheet close to his face] Load list: six tents, four tables, two gazebos. [flat voice throughout] The gazebos go on last, straps on the outside. [looks up at the team for the first time here] If a strap is frayed, tag it and tell Maree. [quietly, faster] That's it. Questions? [shrugs, eyes on the floor]

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

- Evaluate Toby's delivery against his purpose. Write about 80 words. (3 marks)
- Suggest three specific changes Toby could make, each tied to an element of oral communication. (2 marks)
- State one thing Toby already does well. (1 mark)

Answers

Q1. Identify (2). a. eye contact; b. intonation.

Q2. Explain effect (2). Any other cue from Stimulus E named + its element + a real effect on the team — e.g. “[holds up three fingers]” → body language (gesture) → the team can see the meeting has three parts and can follow the structure; “[warm tone, smiling]” → tone → the week starts friendly, so people are more willing to speak up; “[stands facing the team, hands free]” → body language (position) → reads as open and ready to listen.

Q3. Match (4). 1 — C (eye contact); 2 — A (tone); 3 — D (body language); 4 — B (intonation).

Q4. Explain (2). Stress on “truck” → not another vehicle: the truck (rather than, say, the van) leaves at four. Stress on “four” → not another time: it leaves at four (rather than three). Stressing a word marks it as the new or contrasted information.

Q5. State + identify (3). a. any element that must be seen — eye contact or body language; b. one voice cue + element named + signal — e.g. “bright, warm voice” (tone) → sounds glad to help; “voice falls at the end of each sentence” (intonation) → sounds sure and competent; “[slows down on ‘any time today’]” (pace) → makes certain Chris catches the key information; “[smiling voice]” (tone) → ends the call friendly.

Q6. Explain mismatch (2). Words = looking forward to the project; delivery (flat tone, arms folded, eyes on the table) = not interested or not happy; listeners will probably doubt the words and read the speaker as unenthusiastic — the delivery contradicts the words, so the delivery wins.

Q7. Identify + state effects (2). Any two with effects: warm tone + smiling → visitors feel welcome and at ease; “[looks around the room at each face]” (eye contact) → everyone feels included; “[calm, even pace]” → the practical information is easy to follow; “[stands facing the group, hands free]” (body language) → reads as open and happy to have people there.

Q8. Identify + explain (3). One mismatch cue (eyes stay on the phone screen / flat voice / turns his body away) + the delivery contradicts the polite, helpful words + effect: the customer feels like an interruption, may doubt the answer, and is less likely to come back.

Q9. State + suggest (2). a. eye contact (or body language — any element that must be seen; “the speaker cannot read the new member’s face either” also creditable); b. one voice-only compensation — warm tone, a smiling voice, slower delivery on key details, pauses after each piece of information.

Q10. Explain fit (2). Market stall: loud volume cuts through street noise, big gestures and quick pace catch eyes and signal energy — they draw customers in. Counselling room: quiet, personal, calm — the same delivery overwhelms and feels pushy, where soft volume, small gestures and unhurried pace would fit. Fit follows situation, audience and purpose — there is no fixed “good delivery”.

Q11. Identify + suggest (3). a. any two of: speaks very fast (pace); reads every word off the card (no eye contact with the group); eyes on the floor (eye contact); voice gets quieter at sentence ends (volume); fillers “um — so” (pause missing); b. one specific improvement tied to the chosen sign — e.g. for the fast pace: pause at the end of each point and take a breath; for the floor-watching: look up at one person per sentence.

Q12. Explain + suggest (3). a. the rises make statements sound like questions — the instructions sound unsure and undecided, so the team may hesitate, ask someone else, or treat them as optional; b. let the voice fall at the end of each line — a fall sounds settled and certain, so the team treats the jobs as decided and acts.

Q13. Identify + explain (5). a. any two differences: eye contact (A: none / B: looks at each person); tone (A: flat / B: warm); pace (A: fast / B: calm); body position (A: walking away / B: facing the team); pause (A: none / B: pause after “check it”); intonation (B: falls at the end). b. Version B — evidence tied to effect: looking at each person asks every team member personally; the warm tone and falling voice make it a settled plan, not an afterthought; the pause after “check it” gives the instruction room to land. Version A sounds like the speaker does not care whether anyone checks, so the team is less likely to.

Q14. Explain + describe (3). a. the rest of the audience feels left out and stops listening — the talk becomes a private conversation with one person; b. scanning: hold one person for a phrase, move to someone else, and cover the whole room across the talk — brief looks, not a stare at any one face.

Q15. Plan + justify (4). a. one voice element named + justified against a class audience and an advice purpose — e.g. pause before each tip so classmates can write it down; steady pace so nerves do not run away; falls at sentence ends so each tip sounds certain. b. one body element named + justified — e.g. scan the class so everyone receives the advice; upright posture to look like someone who has actually done a placement; a gesture to show a tip's shape (first, second, third). The justification must reference audience or purpose, not just define the element.

Q16. Identify + explain (4). Any two with trust explained: “[calm pace; pauses and looks around the store]” → commands attention politely and shows she is speaking to the people present; “[slower and firmer on ‘do not use it’]” → marks the safety line as the one to remember, and firmness reads as honesty; “[warm tone]” on the refund line → the fix sounds like real support, not fine print; “[steady eye contact]” → customers feel told directly, which reads as having nothing to hide; “[voice falls at the end]” → the offer sounds settled and dependable.

Q17. Explain (5) — extended. Assessment route: at least three elements named, each with cue evidence from Stimulus N and an effect on the audience, plus an overall line on how delivery shapes the message. Plan skeleton: element → cue → effect (×3 or more); closing line on the whole message. See the fully-worked solution for a model.

Q18. Evaluate + suggest + state (6) — extended in part a. a. a judgement on the delivery against the stated purpose (safe, correct loading), backed by named evidence from the cues; b. three specific changes, each tied to an element; c. one existing strength — the look-up at the safety-critical line, or the clear, ordered load list read aloud. See the fully-worked solution for models.

Fully-worked solutions

Command terms in this section: **identify** — point to or name directly; **state** — give briefly; **describe** — say what something looks or sounds like; **explain** — make the reason clear (how or why); **suggest** — put forward an idea to act on; **justify** — support a choice with reasons and evidence; **compare** — show similarities and differences; **evaluate** — make a judgement backed by named evidence; **match** — pair each item with its correct label.

Question 1 (2 marks) — *identify: name the element each cue shows.*

Model answer:

a. Eye contact — the cue is about where Dean looks.

b. Intonation — the cue is about the voice falling, a movement of pitch.

Common errors: calling cue (b) “tone”. Tone is the feeling of the voice (warm, flat); a fall at the end of a sentence is intonation.

Question 2 (2 marks) — *explain: cue → element → effect on the team.*

Model answer: The cue “[holds up three fingers]” shows body language — a gesture. It makes the team see the shape of the meeting before Dean explains it, because the three fingers promise exactly three items, so people can follow and remember the order.

Other fully creditable answers: “[warm tone, smiling]” → tone → the week starts friendly and people feel safe raising problems; “[stands facing the team, hands free]” → body language (position) → Dean reads as open and available, so “Anything from anyone?” sounds like a real invitation; “[steady pace]” → pace → the instructions (truck at nine, yard first) land clearly and can be acted on.

Marker's note: the effect must be a real effect on this team at this meeting — “it is good body language” scores nothing.

Question 3 (4 marks) — *match: pair each cue with its element, each used once.*

Model answer: 1 — C (eye contact); 2 — A (tone); 3 — D (body language); 4 — B (intonation).

Common errors: putting cue 4 under tone. Stressing one word is a movement of the voice across words — intonation. “Warm and calm” (cue 2) is the feeling of the voice — tone.

Question 4 (2 marks) — *explain: how stress changes the meaning.*

Model answer: When “truck” takes the stress, the listener hears that the truck — not the van or the car — is the vehicle leaving at four. When “four” takes the stress, the listener hears that four o’clock — not three — is the time it leaves. The stressed word is the part of the message the speaker marks as new or contrasted.

Marker’s note: both halves are needed for 2 marks; one correct half scores 1.

Question 5 (3 marks) — *state an element the channel blocks; identify a voice-only strength.*

Model answer:

a. Eye contact — Toby cannot see Chris, so no amount of looking helps. (Body language is equally creditable.)

b. Toby sounds helpful when he slows down on “any time today”. This is pace, and it makes the caller certain of the key detail — the collection window — because the slowest words in a message are the ones a listener remembers.

Other fully creditable answers for b: “[bright, warm voice]” → tone → Toby sounds glad Chris rang, not annoyed at the interruption; “[steady pace; voice falls at the end of each sentence]” → pace and intonation → falls sound sure, so Chris trusts the answer; “[smiling voice]” → tone → the call ends friendly, so Chris would ring again.

Common errors: answering part a with tone or intonation — both travel perfectly well down a phone line. The question asks for what the channel *blocks*.

Question 6 (2 marks) — *explain: words vs delivery.*

Model answer: The words say the speaker is pleased about the project. The delivery shows the opposite — flat tone, folded arms and eyes on the table read as uninterested or unhappy. Listeners will probably doubt the words and take the delivery as the true message, because when the two clash, delivery wins.

Common errors: describing only one side (the words *or* the cues). The mark is in the clash and what the listener does with it.

Question 7 (2 marks) — *identify two elements + state each effect.*

Model answer: Jo’s warm tone and smile (tone) put visitors at ease — arriving somewhere new is nerve-racking, and a warm voice says they are welcome before the words do. Her eye contact — “[looks around the room at each face]” — makes every visitor feel personally greeted rather than part of a crowd.

Other fully creditable answers: “[calm, even pace]” → the practical information (tea, tour time) is easy to catch and remember; “[stands facing the group, hands free]” → body language reads as open, so the welcome sounds genuine.

Question 8 (3 marks) — *identify a mismatch + explain the effect.*

Model answer: The staff member answers politely, but his eyes stay on the phone screen and he turns his body away from the counter. The delivery contradicts the helpful words: the customer hears “you are not worth my attention”, feels like an interruption, and may doubt the warranty answer — or simply take their business elsewhere.

Other fully creditable answers: the flat voice alone — a warranty answer delivered with no warmth sounds like bad news or a brush-off; any single cue fully developed also earns full marks.

Common errors: judging the person (“he is rude”) instead of describing the effect on the customer. Keep every judgement on behaviour and effect.

Question 9 (2 marks) — *state a lost element + suggest a voice-only fix.*

Model answer:

- a.** Eye contact — the recording cannot look at the new member, and the speaker cannot read the member's face to check understanding.
- b.** The recorded speaker can use a warm tone and slow down on the key details, with a pause after each one, so the message feels like it was made for the listener even though it cannot see them.

Other fully creditable answers for a: body language (accepted whole — gestures and posture are invisible on a voice recording). For b: a smiling voice; naming the member if the recording is personalised; a falling, settled intonation so instructions sound clear.

Question 10 (2 marks) — *explain fit to context.*

Model answer: At the market stall the delivery fits: a loud voice cuts through street noise, big gestures catch the eyes of people walking past, and a quick pace sounds like energy and a good time — together they pull customers in. In the counselling room the same delivery fails: the room is quiet and the conversation is personal, so loudness and big gestures feel pushy and overwhelming where a soft voice, small gestures and an unhurried pace would say “you are safe here”. The judgement follows the situation, audience and purpose — not a fixed rule.

Marker's note: 1 mark for each situation explained; a bare “it's too loud for the counselling room” without the why scores 1 at most.

Question 11 (3 marks) — *identify signs of nerves + suggest one improvement.*

Model answer:

- a.** Erin speaks very fast (pace running away with her) and reads every word off the card while her eyes stay on the floor — she never looks at her audience.
- b.** For the fast pace: finish each point, pause, take a breath, and only then start the next one. The pauses slow her down and give the group time to follow.

Other fully creditable answers for a: voice getting quieter at sentence ends (volume dropping away); fillers “um — so” standing in for pauses. For b: any specific change tied to the named sign — e.g. for the floor-watching, look at one person per sentence.

Common errors: “be less nervous” or “practise more” are not delivery changes tied to an element — the improvement must name something Erin can do with her voice, eyes or body mid-talk.

Question 12 (3 marks) — *explain the effect of rising intonation + suggest a change.*

Model answer:

- a.** The rises at the end turn two statements into things that sound like questions. The team hears instructions Maree seems unsure about — as if she is asking them whether the alarm goes on at six — so nobody knows who owns the jobs, and people may hesitate, ask someone else, or let the jobs slide.
- b.** Let her voice fall at the end of each line. A fall sounds settled and decided, so the team hears two jobs assigned, not two questions asked.

Common errors: answering with volume or pace — the cues are rises, so the element is intonation.

Question 13 (5 marks) — *identify two delivery differences + judge which version works, with evidence.*

Model answer:

a. First, eye contact: Version A has none — Dean is already walking away — while Version B “looks at each person”. Second, tone and pace: A is flat and fast; B is warm, calm, and ends with a falling voice. (The pause after “check it” in B, absent in A, is also creditable.)

b. Version B is more likely to get the team to check the roster. Looking at each person turns one announcement into a personal request to every team member — it is harder to ignore a message that looked you in the eye. The warm tone and the fall at the end make it sound like a settled plan the manager stands behind, not an afterthought thrown over a shoulder. And the pause after “check it” gives the actual instruction room to land. Version A, delivered flat and fast to nobody in particular, sounds like Dean does not care whether anyone checks — so fewer will.

Word count: 104 words (part b)..

Marker’s note: part b needs the version chosen, at least two cues quoted, and each cue tied to team behaviour. A judgement without quoted evidence caps at 1.

Question 14 (3 marks) — *explain the effect of one-face eye contact + describe good group eye contact.*

Model answer:

a. The rest of the audience feels left out of a private conversation and stops listening — the speaker’s message stops being theirs.

b. Good eye contact with a group is scanning: hold one person for a phrase, move to someone else, and cover the whole room across the talk — in a rough pattern, not a fixed order, with each look brief enough that nobody is stared at. The friendly face can still be used as a resting point, but it cannot be the only destination.

Common errors: answering part b with “look at everyone at once” — eyes cannot; the skill is moving between people phrase by phrase.

Question 15 (4 marks) — *plan and justify your own delivery choices.*

Model answer:

a. Voice: I will pause before each tip and speak at a steady, moderate pace. My classmates are taking notes on advice they will actually use on a placement, so a pause before each tip marks it as one to write down, and a steady pace stops my nerves from speeding me up until nobody can follow.

b. Body: I will scan the class and keep upright, open posture. Scanning includes everyone in the advice instead of talking to the teacher, and standing tall and facing the class makes me look like someone who has really done a placement — which is exactly the credibility my tips need.

Other fully creditable answers: any element from the list, provided the justification names this audience (classmates) or purpose (advice for a first placement) — e.g. falls at sentence ends so each tip sounds certain; gestures to number the tips; volume set for the back row of the classroom.

Common errors: defining the element instead of justifying it — “pace is how fast you speak” scores nothing; the mark is in why the choice fits this talk.

Question 16 (4 marks) — *identify two trust-building delivery choices + explain how each works.*

Model answer: First, Maree’s pace and pause: she speaks calmly, then “pauses and looks around the store” before the important sentence. The calm says she is in control of the situation, and the pause plus the look round tells every customer the next words matter — a recalled product is announced like serious business, not slipped in, which is what makes people trust it. Second, her delivery of the fix: “Bring it to the counter and we will refund you in full” arrives in a warm tone, and “no receipt, no problem” with steady eye contact. Warmth plus a direct look reads as a real promise from a person who means it, so customers believe the refund will actually happen.

Other fully creditable answers: “[slower and firmer on ‘do not use it’]” — slowing and firming marks the safety line as the one to remember, and firmness reads as honesty rather than damage control; “[voice falls at the end; small nod]” — the falling, settled close makes the whole offer sound dependable.

Marker’s note: each choice needs cue + trust mechanism (control, honesty, seriousness, dependability) — two bare cue quotes cap at 2.

Question 17 (5 marks) — *explain how delivery shapes the message; extended, about 100 words, at least three elements.*

Model answer:

Pat’s delivery turns a list of rules into an invitation. Pace and pause organise the message: he “pauses” before “Three rules” and holds up three fingers, so the audience hears the shape of what is coming. Intonation marks the heart of the day — “slower and louder on ‘with you’” tells listeners that learning the repair is the point, not getting a free fix. Eye contact scans the group “at each rule”, so every person receives the rules personally. His body language agrees throughout: tools laid out, open hands and a step back at the end all say questions are welcome. Delivery and words match, so the message arrives as Pat means it: practical, fair, worth turning up for.

Word count: 118 words..

Other fully creditable answers: warm tone on “bring your bike, and bring a friend” — the appeal closes friendly, so leaving feels easy; volume rise on “with you” — the loudest words in a talk are the ones remembered.

Common errors: listing cues with no effects; using fewer than three elements; re-telling the rules instead of analysing the delivery.

Marker’s note: “about 100 words” is a guide — 90–120 words with three developed elements beats 150 words of plot summary.

Question 18 (6 marks) — *evaluate (extended), suggest, state.*

Model answer:

a. Toby’s delivery does not yet serve his purpose. The briefing has to leave the team certain about the load and the safety rule, but he speaks quickly with words running together and reads from the sheet with his head down, so the team gets no sense he is talking to them. His flat voice marks nothing as important, and the frayed-strap warning — the safety-critical line — fades away “quietly, faster”. A shrug and eyes on the floor at “Questions?” make it unlikely anyone will ask. As delivered, the team could easily miss the one rule that matters.

b. Three changes: (1) pace and pause — slow down, and pause before the strap rule so it stands out from the load list; (2) eye contact — look up from the sheet at the team, at least for the safety line and the question at the end; (3) volume and intonation — say “tag it and tell Maree” at full volume with the voice falling, so it sounds like a rule, not an aside.

c. He looks up at the team exactly when he reaches the safety-critical line about the gazebos — the one moment of eye contact lands on the information the team most needs to see him deliver.

Word count: 97 words (part a)..

Other fully creditable answers for c: the load list itself is clear and in order — six tents, four tables, two gazebos — so the factual content of the briefing is sound even where the delivery is weak.

Common errors: part a drifting into plot summary (re-listing the load) instead of judging delivery against purpose; part b suggesting changes with no element named; part c claiming a strength the transcript does not show.

Marker’s note: the part-a judgement can be “mixed” as long as it is argued — but “he does it badly” with no quoted evidence caps at 1.

Chapter 3 Oral communication, discussion and literacy conventions — 3C

Conventions of discussion and debate: active listening and questioning

Theory

Talk has rules too. A *convention* is an agreed way of behaving that a group expects from its members. Conventions are often unwritten — you learn them by watching how the group behaves. Every group that talks together runs on conventions: who speaks when, how people show disagreement, how they show they are listening, and how they ask questions. When the conventions work, the talk stays orderly and the group reaches good decisions. When they break down, meetings stall, quieter members drop out, and disagreements turn personal.

The study design for this course lists, as a key knowledge point, the conventions of discussion and debate, which include active listening and questioning.

It also lists, as a key skill, the ability to listen and to contribute in small-group and whole-class discussions.

This section covers both halves: the conventions that keep group talk working, and the two skills named inside that knowledge point — *active listening* and *questioning*. The study design lists these conventions in every area of study of this course; this book teaches them once, here, and later chapters keep practising them in their own tasks.

About the wording in this section. The study design uses the phrase “conventions of discussion and debate” but does not define it. This book takes the conventions of discussion and debate to be: the agreed ways people behave when they talk together in a group — how turns are taken, how disagreement is shown, how listening is shown, and how questions are asked. The study design does not define “active listening” either. This book takes active listening to be: listening with full attention in order to understand the speaker — and showing the speaker that you are following. Every question in this section can be answered using these definitions.

Note: the groups, meetings, discussions and transcripts in this section are synthetic — they were written for this book and are not records of real organisations, governments or businesses.

This book cannot play sound, so it prints the talk. A *transcript* is a written record of a conversation. In this section you will read transcripts of meetings, consultations, classroom discussions and debates. Read a transcript as if you were in the room: the bold name shows who is speaking, and words in brackets describe actions you would otherwise see — (*looking at his phone*). Listening tasks in class work the same way, with sound instead of print.

You may recognise some of the groups from earlier chapters of this book: Riverway Freight (a family-owned transport company), Fernhill City Council, Muddy Boots Community Garden, Hartley Lakes Community House, and a classroom at Rivergum Institute. All of them are invented for this book.

Two kinds of group talk: discussion and debate.

A *discussion* is people talking together to share ideas, understand a problem, or reach a decision. The mood is cooperative: the group is on one side, working towards the best outcome it can find.

A *debate* is a structured contest of argument. Two sides argue for and against a stated proposition called the *motion*. The side supporting the motion is the *affirmative*; the side against it is the *negative*. The aim is to persuade: a judge or an audience decides which case was stronger.

Feature	Discussion	Debate
Purpose	share ideas; reach a decision or an understanding	persuade a judge that one side is stronger
Structure	flexible; a chair may guide the turns	fixed speaking order and time limits
Disagreement	welcome, but the group works through it together	the point — the sides are assigned to oppose
Outcome	a decision, a plan, or a shared understanding	a result: one side wins on the argument

Both forms run on the same base skills: careful listening, clear contributions, good questions, and evidence for claims. This section teaches those skills once and shows them at work in both forms.

Watch out — your debate side is not your opinion. Debaters argue the side the motion gives them, even when they personally disagree with it. The skill being judged is building and answering a case — not believing one.

Conventions of discussion. Most group discussions run on a short list of agreed behaviours:

1. **One voice at a time.** No interrupting. Each speaker finishes before the next one starts.
2. **Share the airtime.** No single member dominates — dominating means taking far more than your share of the talk. Good groups notice who has not spoken and invite those members in.
3. **Attack the idea, not the person.** Disagreement is allowed and useful; insults, put-downs and mockery are not.
4. **Build on what has already been said.** Link your contribution to the last speaker's — “Building on Wendy's point...” — instead of starting from scratch every time.
5. **Give a reason or evidence.** “I think X, because Y” beats a bare “I think X”. Reasons let the group judge the idea instead of the volume.
6. **Stay on topic.** Side issues get *parked* — noted for later — so the current item gets finished.
7. **Follow the group's roles and rules.** Many groups agree on *ground rules* — rules about how members will treat each other, such as “phones down” or “one speaker at a time”.

Roles and records that keep talk orderly.

- The **chair** runs the meeting: opens it, hands out turns, keeps the talk on topic, invites quieter members, sums up decisions, and closes.
- The **scribe** (note-taker) writes the group's record.
- The **timekeeper** watches the clock so each item gets its share of the time.
- The **agenda** is the list of what a meeting will deal with, in order. Reading the agenda before a meeting is the simplest way to arrive ready.
- The **minutes** are the written record of what a meeting said and decided. Minutes carry *decisions* (what was agreed) and *actions* (who will do what, by when).
- Some meetings have special short names: a **huddle** or **toolbox meeting** is a brief stand-up meeting at the start of a shift or workday. The same conventions apply at half the length.

Conventions of debate. A formal debate adds fixed conventions on top of the discussion ones:

- The **motion** is stated exactly, and debaters argue the motion — not some other topic they would prefer.
- Teams speak in a **fixed order** with **time limits**. The chair controls the floor — the right to speak.
- Speakers **address the chair** (traditionally “Madam Chair” or “Mr Chair”) and the audience.
- Speakers **never interrupt** whoever holds the floor.
- **Rebuttal** — answering the other side's arguments — is the heart of debating. Strong rebuttal responds to what the other side actually said.
- The **judge** decides on the strength of the case: the arguments, the evidence, and how well each side answered the other — not on which side the judge already agrees with.

Active listening. Hearing is automatic — sound reaches your ears. Listening is a choice — your attention goes to the meaning. *Active listening* is listening to understand, and showing the speaker that you are following. These five behaviours are what tasks ask you to spot:

Behaviour	What it looks like	Why it matters
Give attention	phone down, body turned towards the speaker	the speaker knows the message is landing
Show you are following	nods, brief acknowledgements (“right”, “I see”), notes	keeps the speaker going; captures the talk for later

Behaviour	What it looks like	Why it matters
Hold judgement	let the speaker finish; do not rehearse your reply while they talk	you answer the real point, not the half you guessed
Check understanding	<i>paraphrase</i> — put the idea in your own words (“So you’re saying...”) — and ask a clarifying question	mistakes get caught before the group acts on them
Answer what was actually said	your contribution links to the speaker’s words	proves the talk connected; builds trust

The speaker’s side of oral communication — eye contact, tone, body language and intonation — is taught in section 3B of this chapter. Active listening is the listener’s side of the same coin.

Watch out — waiting for your turn to speak is not listening. If you spend the other person’s turn planning your own, you will answer the talk you imagined, not the talk that happened.

Watch out — paraphrasing is not agreeing. “So you’re saying the brake sticks in reverse” only checks what was said; it does not commit you to it. Groups that worry a paraphrase will look like agreement often skip the check — and then act on a mistake.

Questioning — the toolbox. Questions move a discussion forward. Five kinds do most of the work:

Kind	Purpose	Example stem
Closed	confirm a fact; settle a point quickly. Answerable with yes/no or one word	“Is the load on the truck yet?”
Open	invite explanation and ideas. Cannot be answered with yes/no	“How should we cover the roster gaps?”
Clarifying	check that you understood a speaker correctly	“When you say ‘the back gate’, do you mean the gate by the shed?”
Probing	dig deeper; ask for the evidence or an example behind a claim	“What happened the last time we ran it that way?”
Building	take an idea further, or connect it to another idea	“If that worked, what would it change for the casual drivers?”

Closed questions are not bad questions. They are the right tool for confirming a fact and the wrong tool for opening up a discussion. A meeting that asks only closed questions runs on one-word answers, and stops.

Watch out — a question can be an attack in disguise. A *loaded question* has blame or an assumption built into it: “Why are your plans always so messy?” There is no honest answer that does not accept the attack. Loaded questions break the “attack the idea, not the person” convention. The fair form asks for the same information without the blame: “What would make this plan easier to follow?”

Watch out — silence is not agreement. Some members need time to think before they speak. A chair checks with an invitation (“Wendy, what do you see?”), never with an assumption.

Contributing — the other half of the skill. The key-skill row says listen *and contribute*. A strong contribution has a shape:

link → point → reason → question back

- **Link** — connect to what was just said: “Building on Beth’s point...”
- **Point** — your idea or view, in one clear sentence.
- **Reason** — why: evidence, an example, or experience.
- **Question back** — hand the talk to the group: “What would that look like on a Saturday?”

Sentence frames you can adapt:

- Joining in: “Can I come in here — ...”

- Agreeing and adding: “I agree with ... , and I would add ...”
- Disagreeing politely: “I see it differently — ...” or “That would work for ... , but what about ... ?”
- Inviting a quieter member: “... , we haven’t heard from you yet — what’s your take?”
- Checking understanding: “So you’re saying ... — is that right?”
- Refocusing: “Can we come back to the agenda item?”
- Summing up: “So far we’ve agreed ... — what’s left?”

Small group and whole class. The key-skill row names both settings, and the conventions shift with size:

	Small group (2–6 people)	Whole class
Turns	informal — members pick the gaps and share naturally	managed — a chair hands out turns, or speakers raise a hand
Contributions	can be short; everyone shares the context	need to be fuller; many listeners cannot ask you to repeat
Feedback	instant — members can jump in and help shape an idea	held — feedback comes after the contribution lands

Strategies for discussion tasks.

Strategy — two-column notes. Draw a line down your page. Left column: the points made, in note form. Right column: your questions and reactions. When it is your turn — in class or in a written response — the right column is your contribution, ready.

Strategy — read the paper before the meeting. When a stimulus mentions an agenda or a paper sent around early, predict the items and the likely disagreements before you read the transcript. Predicting turns reading into checking, which is faster and catches more.

What tasks on this topic ask you to do.

- **Identify a convention** — quote the exact words, name the convention, and explain its purpose or its effect on the group.
- **Spot active listening** — name the behaviour, quote the evidence, and state the effect.
- **Classify questions** — name the kind (closed, open, clarifying, probing, building) and explain what that kind does in the moment.
- **Rewrite** — closed to open, loaded to fair, blunt to respectful. Keep every fact and the same problem; change only the form.
- **Evaluate a discussion** — make a judgement against the conventions and support it with named evidence from the transcript.
- **Plan or write a contribution** — link, point, reason, question back.

Most identify/explain items fit this frame:

In the transcript, _____ says “_____”. This is _____ (a convention / listening behaviour / question kind). It helps the group _____ (the purpose or effect).

A full-mark answer does three things: quotes the exact words, names the convention or behaviour with its label, and connects it to an effect on the group or on a speaker.

Worked examples

Example 1 — scaffolded

Task. Read Stimulus A. Identify three conventions of discussion this group follows, and explain how each one helps the meeting work. (6 marks)

Stimulus A — Riverway Freight: Monday toolbox meeting.

A toolbox meeting is a short stand-up meeting at the start of the shift.

Noa (dock boss): Right — three items on the agenda this morning: the new pallet jack, the change to the Hartfield run, and the Friday roster. Finn, you put the pallet jack down as a safety item?

Finn: I did. The brake sticks when you reverse. I reckon we tag it out until it is checked, because a stuck brake halfway down the ramp is how someone gets hurt.

Noa: Noted — safety first, so we action that today. Owen, you work the ramp most. Has it happened to you?

Owen: Same thing on Tuesday, only I did not want to make a fuss. Tag it out. I will use the old jack until the repair is done.

Noa: Good. Cass, you have been quiet — anything from the dispatch desk?

Cass: Just one thing. Can I check I understood Finn — does the brake stick only in reverse, or in both directions?

Finn: Only in reverse, as far as I can tell.

Cass: Then the repair note should say “reverse brake sticking”, so the mechanic fixes the right thing first time.

Noa: Good catch. So: jack tagged out, old jack in service, repair booked with Cass’s wording. Next item — the Hartfield run change.

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: Noa names the three agenda items · safety item goes first · Noa asks Owen (“you work the ramp most”) · Noa invites Cass (“you have been quiet”) · Finn gives a reason (“because a stuck brake halfway down the ramp is how someone gets hurt”) · Owen backs Finn from experience · Cass checks understanding before the group acts · Cass turns the answer into a better repair note · nobody talks over anybody · Noa sums up the decision and names the next item	Step 1 — Read the transcript twice. First read: follow the story. Second read: mark every moment where someone does something the group needs. Collect them all in note form — do not choose yet.
Sorted by kind: chair-and-turn conventions — agenda named, turns handed out, quieter member invited in, decision summed up · contribution conventions — reason with the claim, backing from experience, building on the last speaker · listening conventions — checking understanding, answering what was actually said	Step 2 — Group your list into kinds of convention. Naming the kind shows you understand how the conventions work, not just that you spotted good moments.
Choose three, one from each kind: invite the quieter member in (chair-and-turn) · reason with the claim (contribution) · clarifying question before acting (listening)	Step 3 — Choose three conventions that show different sides of the group’s talk. Three examples of the same convention score like one.
Point 1 — quote → label → effect: “Cass, you have been quiet — anything from the dispatch desk?” This is sharing the airtime: the chair notices who has not spoken and invites them in. Effect: the group gains Cass’s knowledge of the desk instead of losing it, and quieter members learn their contributions are wanted.	Step 4 — Use the frame: exact words → convention label → effect on the group. The label matters — “they were nice to Cass” earns nothing; “shares the airtime / invites a quieter member in” does.
Point 2 — Finn’s claim comes with its reason: tag the jack out “because a stuck brake halfway down the ramp is how someone gets hurt”. Convention: back the view with a reason or evidence. Effect: the group can judge the claim, and Owen backs it from his own experience	Step 5 — Same frame. Notice how the reason turns a personal opinion into something the group can act on in seconds.

— the decision rests on evidence, not on whoever talks loudest.

Point 3 — Cass asks, “Can I check I understood Finn — does the brake stick only in reverse, or in both directions?” Convention: check understanding before acting — a clarifying question, which is active listening. Effect: the repair note names the right fault, so the mechanic fixes the right thing first time.

Assembled — three conventions, each with quote + label + effect, plus a closing line.

Step 6 — Active listening counts as a convention here: it is the group’s habit of checking before it acts. The effect must land on the group’s work (the repair note), not just on Cass.

Step 7 — Write it out in full sentences. About 135 words is the right length for a 6-mark answer of this shape.

Assembled response (6 marks):

The toolbox meeting follows its conventions closely. First, the group shares the airtime: Noa notices the quiet member and invites her in — “Cass, you have been quiet — anything from the dispatch desk?” — so the group gains Cass’s knowledge of the desk instead of losing it. Second, claims come with reasons: Finn wants the jack tagged out “because a stuck brake halfway down the ramp is how someone gets hurt”, which lets the group judge the claim on evidence — and Owen backs it from his own experience. Third, the group checks understanding before it acts: Cass asks a clarifying question — “does the brake stick only in reverse, or in both directions?” — and the answer becomes a precise repair note, so the mechanic fixes the right fault first time. Each convention keeps the meeting fast, safe and fair.

Word count: 136 words.

Example 2 — scaffolded

Task. Read Stimulus B.

a. Name the kind of each of Renee’s three numbered questions. Choose from: closed · open · clarifying. (3 marks)

b. Question 1 is closed. Rewrite it as an open question, and explain why an open question works better in a consultation. (2 marks)

Stimulus B — Fernhill City Council: community consultation on the Bell Street footpath upgrade.

A consultation is a meeting where an organisation asks people for their views before it decides.

Renee (council officer): Thanks for coming. The council wants your views before the Bell Street footpath upgrade is finalised. Three questions to start us off. Question 1: Did you see the plan posted on the library noticeboard?

Beth: I did, but the writing was small.

Renee: Noted — we will reprint it larger. Question 2: What would make the Dover Lane crossing feel safer for you?

Glen: A refuge island — a safe stopping spot in the middle of the road. You step out, judge one lot of traffic, and then you are standing in the middle with nowhere to go.

Renee: Question 3: So you are saying the middle of the crossing is where people feel most exposed — is that right?

Glen: Exactly that.

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
Question 1: “Did you see the plan posted on the library noticeboard?” → answerable with yes or no → closed	Step 1 — Test each numbered question by the answer it invites. Yes/no or one word → closed.
Question 2: “What would make the Dover Lane crossing feel safer for you?” → invites explanation; yes/no is not possible → open	Step 2 — Open questions start with what, how or why and hand the floor to the speaker. Glen’s reply proves it: he explains, and gives a reason.
Question 3: “So you are saying the middle of the crossing is where people feel most exposed — is that right?” → Renee puts Glen’s idea into her own words to check she understood → clarifying	Step 3 — A clarifying question looks back at what was just said. Note the trap: “is that right?” makes it look closed, but the job it does — checking understanding of a speaker’s idea — makes it clarifying.
Rewrite of Question 1: “What did you make of the plan posted on the library noticeboard?”	Step 4 — To open a closed question, start it with what, how or why and make yes/no impossible. Keep the same subject (the posted plan).
Why open suits a consultation: a closed question gives the council one fact and stops; an open question invites residents to explain, so the council hears reasons and problems it would not have thought to ask about	Step 5 — The explanation must fit the setting. A consultation exists to collect views, and open questions collect more of them — Beth’s “the writing was small” only reached the council because Beth volunteered more than the question demanded.
Assembled — three labels with one-line tests; rewrite plus reason.	Step 6 — Part (a) is three short identifications; part (b) is one rewrite plus one explanation. Write both in full sentences — about 150 words in total.

Assembled response (5 marks):

- a. Question 1 (“Did you see the plan posted on the library noticeboard?”) is closed: it can be answered with a single word, yes or no. Question 2 (“What would make the Dover Lane crossing feel safer for you?”) is open: it invites explanation and cannot be answered with yes or no. Question 3 (“So you are saying the middle of the crossing is where people feel most exposed — is that right?”) is clarifying: Renee puts Glen’s idea into her own words to check that she understood him.
- b. Open rewrite: “What did you make of the plan posted on the library noticeboard?” The open form works better in a consultation because it invites residents to explain. The council hears reasons and problems it would never have thought to ask about — Beth’s “the writing was small” only reached the council because Beth volunteered more than the question demanded. A closed question collects one fact and stops.

Word count: 156 words.

Example 3 — unscaffolded

Task. Read Stimulus C. Explain how Dean’s rebuttal shows active listening, and why this makes his argument stronger. (4 marks)

Stimulus C — Rivergum Institute: class debate.

Motion: “That volunteering should be part of every course at Rivergum Institute.”

Ms Perry (chair): The motion is “That volunteering should be part of every course at Rivergum Institute.” Affirmative, first speaker.

Hugo (Affirmative): Madam Chair, every student who volunteers finishes the course with real workplace experience, and community groups get extra hands they badly need. Experience you cannot fake is experience an employer reads.

Dean (Negative, in rebuttal): Let me start with what the Affirmative actually said. Hugo argued that making volunteering compulsory would give every student workplace experience and give community groups extra hands. We agree experience matters — our side disputes that forcing it is the way to get it. A student who has to be there fills hours; a student who chooses to be there fills a role. Two of the three host groups our class spoke to last term said reluctant volunteers took more supervising than they saved. If the Affirmative can show how a forced placement helps a community group on a busy Saturday, we will listen — but so far this case has counted hours, not people.

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):

Dean’s rebuttal opens by proving that he listened. He paraphrases the Affirmative case in his own words — “Hugo argued that making volunteering compulsory would give every student workplace experience” — so the judge can see he is answering the case that was actually made, not a weaker one he invented. He then agrees before he disagrees (“We agree experience matters”), which keeps the contest on the ideas and off the people, and makes his real objection easier to hear: forcing the hours does not create the worker. He answers evidence with evidence — the host groups that found reluctant volunteers costly — and his closing challenge (“If the Affirmative can show how a forced placement helps ... we will listen”) keeps listening on the table even in attack. Listening is what makes the rebuttal land where the argument lives.

Takeaway: the strongest rebuttal starts by showing it listened — paraphrase the other side fairly, agree where you honestly can, then answer the real argument.

Word count: 135 words.

Example 4 — unscaffolded

Task. Read Stimulus D. Identify two problems with the way this meeting is running, and recommend one convention that would fix each problem. Explain how each convention would help. (4 marks)

Stimulus D — Hartley Lakes Community House: committee meeting.

The committee meets to discuss the hall-hire price and the summer program. Fay, who usually chairs, is away.

Craig: So I was saying — the hall-hire price should come down, and we need a new urn for the kitchen, and did anyone see that article about the fete in the paper?

Rosa: Can we finish the hall-hire item first? I have a figure from last year's books—

Craig: The books are always behind, Rosa. Anyway — hire price down, that is my view.

Ted: (*looking at his phone*) Sorry — say that again?

Wendy: Craig, with respect, you have not let anyone finish a sentence since we sat down.

Craig: I am just passionate!

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):

Problem one: Craig dominates and interrupts. He stacks three topics into one breath, and he cuts Rosa off mid-sentence — her “figure from last year's books” never reaches the group. The fix is the convention of one voice at a time, run by a chair who hands out turns. It would help because Rosa's figure is evidence, and the committee needs evidence to set a price; with turns protected, the decision rests on information instead of volume. Problem two: Ted is not listening — his phone has him, and the meeting has to stop and repeat itself (“Sorry — say that again?”). The fix is a ground rule: phones down, attention on the speaker. It would help because the talk stops running twice, and speakers know their contribution actually landed.

Takeaway: a broken convention shows up twice — once in the moment (the interruption, the phone) and once in the cost (evidence lost, time lost). Name both halves.

Word count: 127 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 active-listening behaviour that Abby shows, and quote the words or actions that show it.

Stimulus E — Rivergum Institute: small-group planning talk.

Priya, Cole and Abby have ten minutes to choose their topic for a safety presentation.

Priya: Okay — we need to pick our topic for the safety presentation. Ideas?

Cole: Forklifts. My cousin's yard had a near miss last month — a near miss is a moment where nobody was hurt, but somebody easily could have been.

Abby: (*nodding, writing "forklifts — near miss?" in her notes*) That sounds real. Cole, what actually happened in the near miss?

Cole: A loader reversed without a spotter — the person who guides a reversing vehicle — and clipped a rack. Nobody hurt, but it could have been bad.

Abby: So you're saying the missing spotter was the main problem?

Cole: Yeah — and nobody had booked a spotter for that shift.

Priya: Building on that, the booking system is something we could actually recommend fixing. I like this topic.

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:

Abby shows active listening when she _____. The words that show it are "_____".

Question 2 (2 marks)

Using Stimulus E again, explain one way this group shares the airtime.

Use this frame:

The group shares the airtime when _____. This helps the group because _____.

Question 3 (5 marks)

Read Stimulus F. Match each question with its kind. Use each kind once: closed · open · clarifying · probing · building.

Stimulus F — five questions asked in meetings around town.

1. At the Riverway Freight desk: “Is the Hartfield load on the truck yet?”
2. At a Fernhill City Council consultation: “How would the new bus timetable change your trip?”
3. At a Muddy Boots Community Garden meeting: “When you say ‘the back gate’, do you mean the gate by the shed?”
4. At a Hartley Lakes Community House committee meeting: “What happened the last time we ran the raffle in winter?”
5. In a Rivergum Institute classroom: “Taking Priya’s idea further — if we filmed the workshop, what could the footage be used for later?”

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

Question	Kind
1	
2	
3	
4	
5	

Question 4 (2 marks)

Read Stimulus G. State one convention of discussion that Ms Perry follows, and one that Dean follows.

Stimulus G — Rivergum Institute: whole-class discussion.

The class is deciding which questions to send a guest speaker — a workplace trainer — before her visit.

Ms Perry: Cole, you have not spoken yet — what is your take?

Cole: I think we should ask about apprenticeships, because my brother could not find out who to ask at his old workplace.

Dean: I see it differently. Her talk is about interviews, so interview questions fit better. But Cole has a point — one question could cover both: “What should we ask an employer about apprenticeships at an interview?”

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:

Ms Perry follows the convention of _____. Dean follows the convention of _____ when he says “_____”.

Question 5 (3 marks)

Read Stimulus H.

- a. Explain what is wrong with Vera's remark. (1 mark)
- b. Rewrite Vera's question so the committee raises the same problem while following the convention of attacking the idea, not the person. (2 marks)

Stimulus H — Muddy Boots Community Garden: committee meeting.

The committee is discussing the summer watering roster. Helen has missed three of her turns.

Marg: Helen, the roster shows three gaps this month. Can you tell us what got in the way?

Helen: Life, Marg. Life.

Vera: Well, why is it always the rest of us who clean up after you?

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

Hint: a loaded question has blame built into it.

Question 6 (2 marks)

Read Stimulus I. Rewrite Noa's closed question as an open question, and state what the open version adds.

Stimulus I — Riverway Freight: end-of-week huddle.

A huddle is a short stand-up team meeting.

Noa (dock boss): Did everyone have a good week?

The team nods. Noa has learned nothing.

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:

Open version: “_____”. The open question is better because _____.

Un scaffolded

Question 7 (2 marks)

Read Stimulus J. Identify two conventions of discussion that the chair follows, and state the purpose of each.

Stimulus J — Fernhill City Council: youth forum.

A forum is a meeting where people share views on an issue.

Renee (council officer, chair): Welcome to the forum. Two items today: skate-park lighting and the holiday program. We will take lighting first, and I want to hear from people who have not spoken before we decide anything.

Amina: The path to the skate park goes dark by five in winter.

Josh: Can I come in here — the oval lights stay on until nine, so the wiring is already close.

Renee: Thanks Josh — hold that thought for the lighting vote. Amina, finish us off: what would lighting change for 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 8 (3 marks)

Read Stimulus K.

- a. Identify two conventions of debate that this extract shows. (2 marks)
- b. Explain why debates use a fixed speaking order and time limits, instead of letting anyone speak at any time. (1 mark)

Stimulus K — Rivergum Institute: class debate.

Motion: “That mobile phones should be banned from every workplace.”

Ms Perry (chair): The motion is “That mobile phones should be banned from every workplace.”

Affirmative, first speaker — you have three minutes.

Abby (Affirmative): Madam Chair, phones split attention. On a warehouse floor, one split second of attention is the difference between a safe shift and an incident report.

Cara (Negative): *(stands, waits for Abby to sit and for the chair’s nod)* Madam Chair, the Affirmative says phones split attention — we agree that is true around a forklift. Our case is that a total ban throws the good out with the bad: a phone is how a casual worker hears about a changed 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 9 (2 marks)

Read the two scenarios. Classify each one as a discussion or a debate, and state one feature that shows the difference between the two forms.

Scenario 1: The Hartley Lakes Community House committee meets to choose a date for its family games afternoon. Members share views, and the meeting ends with a date everyone can live with.

Scenario 2: Two Rivergum Institute teams argue for and against the motion “That volunteering should be part of every course”, and a judge picks the stronger case.

Question 10 (2 marks)

Priya practises her presentation in a group of four, and then in front of the whole class. State one way the conventions of the two settings differ, and explain why the difference exists.

Question 11 (3 marks)

Read Stimulus L.

- a. Which listener — Hugo or Cara — shows active listening? (1 mark)
- b. Give two pieces of evidence from the transcript that support your answer. (2 marks)

Stimulus L — Rivergum Institute: pair planning.

The class has ten minutes in pairs to plan answers to a case study. Here are two pairs.

Pair 1 — Iris and Hugo:

Iris: I think the main problem in the case is the missing induction — the training a new worker should get on day one.

Hugo: (*writing it down*) Missing induction — okay. What made you pick that over the roster problem?

Iris: The new starter was on machines from day one. That is where everything else goes wrong.

Hugo: Got it. So the roster problem is real, but it starts from the induction gap?

Pair 2 — Dean and Cara:

Dean: The main problem is the missing induction.

Cara: (*scrolling on her phone*) Yeah. Anyway, I reckon the roster is the problem.

Dean: You just said “yeah” to mine and then said the opposite—

Cara: Did you get a score for the footy?

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 M.

- a. State what minutes are for. (1 mark)
- b. Identify two items from Stimulus M that belong in the minutes, and explain why each one matters. (2 marks)

Stimulus M — Hartley Lakes Community House: the last five minutes of a meeting.

Two weeks after choosing the date for the family games afternoon, the committee meets again.

Fay (chair): Let us wrap up. The games afternoon is confirmed for Sunday 15 November, weather permitting.

Rosa: The park is free on the day, and I have booked the hall as our wet-weather backup — I have the confirmation here.

Fay: Good. Craig — the flyer?

Craig: Draft by the next meeting. I will bring two versions.

Fay: Wendy — the netball club, about staffing the sausage-sizzle stand?

Wendy: I will ask on Tuesday. If they say no, I will come back to the group.

Fay: Scribe, please record: date confirmed; hall booked as backup; Craig — flyer draft by the next meeting; Wendy — netball club by Tuesday. Anything else before we close?

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

Question 13 (4 marks)

For each situation below, choose the best kind of question from this list, and write one example question you could ask: closed · open · clarifying · probing · building.

- a. You are running Riverway Freight’s morning huddle and need to confirm whether the Hartfield load has left. (1 mark)
- b. The Hartley Lakes Community House committee starts a discussion about what activities the family games afternoon should include. (1 mark)
- c. Wendy says the marquee “will not fit out the back”, and you are not sure which marquee she means. (1 mark)
- d. A Rivergum student says “the video project is easy”, and you want to test whether the claim stands up. (1 mark)

Question 14 (3 marks)

Read Stimulus N.

- a. Explain what is wrong with the way Vera challenges the plan. (1 mark)
- b. Explain what Marg’s version does better, and why that matters for the meeting. (2 marks)

Stimulus N — Muddy Boots Community Garden: two ways to challenge the same plan.

The committee is deciding whether to spend the working-bee fund on a new water tank or on fence repairs.

Version 1 — Vera: “Has anyone actually costed this tank, or are we all just guessing again?”

Version 2 — Marg: “What would the tank cost installed, and how does that compare with the fence-repair quotes?”

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

Question 15 (4 marks)

Read Stimulus O.

- a. Priya’s draft is missing features of a strong contribution. Identify two features it is missing. (2 marks)
- b. Rewrite the draft as a full contribution that follows the link → point → reason shape and ends with a question to the class. (2 marks)

Stimulus O — Rivergum Institute: a draft contribution.

A guest speaker — a workplace trainer — tells the class that candidates should always ask a question at the end of an interview. Priya jots down the contribution she plans to make in the class discussion:

“I reckon she was wrong about that.”

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)

Muddy Boots Community Garden’s last two meetings went off the rails. Two members argued over each other for ten minutes, and the group ran out of time for the water-tank item on the agenda. Recommend two ground rules for the next meeting, and justify each one by naming the problem it would prevent.

Question 17 (5 marks)

Read Stimulus P, then write your contribution to the discussion (about 80 words). Your contribution must link to what has already been said, state your view with a reason, and ask the group one question.

Stimulus P — Rivergum Institute: choosing the term project.

The class must choose one project for the term: a resume workshop run for the year below, a safety video for the workshop, or a mapped guide to Muddy Boots Community Garden's plots. Here is the end of the talk.

Cole: The video is the easy winner — everyone uses their phone anyway.

Cara: Easy for whom? Filming and editing takes weeks. The resume workshop we could run in two sessions.

Cole: But the video lasts. A workshop is over in a morning.

Hugo: Could we film a short piece of the workshop and use it afterwards — or is that two projects pretending to be one?

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

Strategy — plan with the frames. Use the two-column strategy before you write: left column, what Cole, Cara and Hugo each said; right column, your view and your question. Then build your contribution in the shape link → point → reason → question back.

Question 18 (6 marks)

Read Stimulus Q.

- a. Evaluate how well this group follows the conventions of discussion. Use three pieces of evidence from the transcript. Write about 100 words. (4 marks)
- b. Recommend one ground rule for the group's next meeting, and justify it. (2 marks)

Stimulus Q — Hartley Lakes Community House: planning meeting.

The committee is choosing the date for the family games afternoon. Rosa sent her paper around on Wednesday.

Fay (chair): One item today: the games afternoon. Rosa — thank you for sending the paper around early. We will hear views in a circle, and I will sum up before we decide.

Rosa: The paper lists three dates: Sunday 8, Sunday 15 and Sunday 22 November. My pick is Sunday 15 — the park is free, and the netball club is available.

Craig: 15 November. Done. What are we even deciding?

Fay: Craig — everyone gets a turn. Wendy, what do you see?

Wendy: I like the 15th, but can I check one thing? Rosa's paper says "weather permitting". What is our wet-weather plan — the hall, or a later date?

Rosa: Good question. The paper leaves that open. My view: hall as backup, same day.

Craig: (*talking over Rosa*) Same day is right — moving it kills the momentum—

Fay: One voice at a time, please. Craig, you will get the floor. Ted?

Ted: Sorry — could I get the dates again? I was checking a message.

Fay: Second time, from the top: Sunday 8, 15 and 22 November. Phones down for the vote, please. So — Sunday 15 November, hall as wet-weather backup. Any objections? Agreed. Craig, you have the floor: what were you going to add?

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

Answers

Q1. Identify + quote (2). One Abby listening behaviour — showing she is following (the nodding and note-taking), clarifying (“Cole, what actually happened in the near miss?”), or checking understanding by paraphrasing (“So you’re saying the missing spotter was the main problem?”) — with the exact words or actions quoted.

Q2. Explain (2). One airtime-sharing move (Priya opens by asking for ideas, so everyone is invited; Abby’s questions hand the floor back to Cole so he develops his own idea; Priya builds on Cole’s point — “Building on that...” — instead of replacing it; nobody interrupts) + how it helps (every member’s knowledge reaches the group; the topic is chosen on full information).

Q3. Match (5). 1 closed; 2 open; 3 clarifying; 4 probing; 5 building.

Q4. State (2). Ms Perry: sharing the airtime — inviting in a member who has not spoken (“Cole, you have not spoken yet — what is your take?”). Dean: disagreeing politely — attacking the idea, not the person (“I see it differently” plus a reason), and/or building on Cole’s contribution (“But Cole has a point — one question could cover both”).

Q5. Explain + rewrite (3). a. Vera’s question is loaded — it attacks the person, not the problem; the blame is built in (“always ... after you”), so Helen cannot answer honestly without accepting the attack. b. A rewrite that raises the same problem without the blame, e.g. “What should we do about the roster when a turn gets missed — do we need a backup waterer?”

Q6. Rewrite + state (2). An open version that cannot be answered yes/no (e.g. “What went well this week, and what should we change for next week?”) + what it adds (invites explanations; surfaces problems while they are small; gives Noa several pieces of information instead of one nod).

Q7. Identify + state (2). Any two chair conventions with purposes: naming the items and their order (the group knows what is coming; the talk stays on topic); promising to hear non-speakers before deciding (shares the airtime; the decision rests on every view); parking Josh’s point for the vote (manages turns without crushing a contribution); returning the floor to Amina with a follow-up question (draws out the effect of the issue).

Q8. Identify + explain (3). a. Any two: the motion is stated exactly; time limits are announced (“you have three minutes”); speakers address the chair (“Madam Chair”); no interrupting — Cara waits for the chair’s nod; rebuttal answers what the other side actually said. b. A fixed order and time limits give each side an equal, fair hearing, so the contest is decided by the strength of the arguments rather than by loudness; the limits also force debaters to choose their strongest material.

Q9. Classify + state (2). Scenario 1 discussion; scenario 2 debate. One distinguishing feature: purpose (a discussion works together towards a decision everyone can live with; a debate competes to persuade a judge) or structure (a stated motion, two opposing teams, fixed turns, a judge).

Q10. State + explain (2). One difference (turns: informal in the small group, managed by a chair or raised hands in the whole class; or contributions: fuller in the whole class) + why (more listeners need an agreed signal or the floor becomes a contest; whole-class listeners cannot ask for a quick repeat, so the contribution must land in one go).

Q11. Identify + evidence (3). a. Hugo. b. Any two: Hugo writes Iris’s point down; he probes (“What made you pick that over the roster problem?”); he paraphrases to check understanding (“So the roster problem is real, but it starts from the induction gap?”); he answers what Iris actually said. Cara’s failures also support the answer (phone, the contradicting “Yeah”, the subject change to the footy).

Q12. State + identify (3). a. Minutes are the written record of what a meeting said and decided; they let members — and anyone absent — check later what was agreed and who is doing what. b. One decision (the confirmed date — Sunday 15 November, weather permitting; the hall booked as wet-weather backup) + one action with an owner and a deadline (Craig — flyer draft by the next meeting; Wendy — netball club by Tuesday); why: a decision with no record gets argued later, and an action with no name beside it does not happen.

Q13. Choose + write (4). a. closed — e.g. “Has the Hartfield load left the yard?” b. open — e.g. “What activities would bring the whole street to the games afternoon?” c. clarifying — e.g. “When you say ‘the marquee’, do you mean the big one we hire?” d. probing — e.g. “What makes you say it is easy — what have you filmed before?” Each mark needs a kind plus an example question that genuinely does that kind’s job in that situation.

Q14. Explain (3). a. Vera’s version is loaded — “actually” and “just guessing again” attack the members who made the plan rather than the plan; the blame puts people on the defensive and buries the real question. b. Marg asks for the same information in neutral words (installed cost against the fence quotes) — the challenge stays on the idea, the group can answer without losing face, and the meeting gets the two numbers it needs to decide.

Q15. Identify + rewrite (4). a. Any two missing features: no link to what the speaker actually said; no reason or evidence for the disagreement; no respectful framing; no question that moves the talk forward. b. A rewrite in the link → point → reason shape that ends with a question to the class (see the fully-worked solution for a model).

Q16. Recommend + justify (4). Two ground rules, each tied to a named problem: one voice at a time with a chair handing out turns (stops the ten-minute talk-over — both sides get heard once, so the argument settles instead of running); a timekeeper and a set time per agenda item, in agenda order (stops the water-tank item running out of time). Other creditable: a named chair for every meeting; disagreements running over two minutes get parked and taken offline.

Q17. Write a contribution (5) — extended. Assessment route: link to an earlier speaker (1); a clear view (1); a reason or evidence (1); one question to the group (1); conventions respected — respectful, on topic, clear (1); about 80 words. Plan skeleton: link (“Building on Hugo’s idea...”) → view (which project, or which combination) → reason (time, skills, or what lasts) → question back. See the fully-worked solution for a model.

Q18. Evaluate + recommend (6) — extended. a. Assessment route: a judgement on the group’s conventions; three pieces of named evidence from the transcript, each tied to a convention and an effect; about 100 words of organised prose. Plan skeleton: verdict → evidence 1 (the chair’s process) → evidence 2 (a listening success or failure) → evidence 3 → closing judgement. b. One ground rule justified by a problem seen in this transcript. 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; **evaluate** — make a judgement supported by named evidence; **rewrite** — put the wording in a new form while keeping the meaning and the problem intact; **match** — pair each example with the correct label; **classify** — name the category something belongs to; **recommend** — put forward a rule or action with a reason behind it.

Question 1 (2 marks) — *Identify: name the behaviour and quote the exact evidence.*

Model answer: Abby checks understanding before the group moves on — she paraphrases Cole’s story back to him: “So you’re saying the missing spotter was the main problem?” Paraphrasing shows active listening because it proves she followed the point, and it lets Cole correct her before the group builds on a mistake.

Other fully creditable answers: showing she is following — (*nodding, writing “forklifts — near miss?” in her notes*); asking a clarifying question — “Cole, what actually happened in the near miss?” Any named behaviour plus its exact quote earns both marks.

Common errors: quoting Priya’s or Cole’s words instead of Abby’s; naming a behaviour with no quote.

Question 2 (2 marks) — *Explain: name the move and make its purpose clear.*

Model answer: The group shares the airtime when Priya opens by asking everyone for ideas — “Ideas?” — and Abby keeps handing the floor back to Cole with questions, so the member with the story develops it himself. This helps because the group chooses its topic with Cole’s full story on the table, not just its first sentence.

Other fully creditable answers: Priya builds on Cole’s point (“Building on that...”) instead of starting again; nobody interrupts — every speaker finishes before the next begins.

Question 3 (5 marks) — *Match: pair each question with one kind.*

Model answer: 1 closed — a yes/no answer confirms one fact fast. 2 open — it invites the resident’s explanation; yes/no is not possible. 3 clarifying — it checks which gate the speaker meant. 4 probing — it asks for the evidence behind an assumption. 5 building — it takes Priya’s idea further, to new uses of the footage.

Common errors: marking 3 closed because it can be answered yes/no — its job is checking a speaker’s meaning, which makes it clarifying; marking 5 open. The “use each kind once” instruction settles both: 5 is the only building question in the list.

Question 4 (2 marks) — *State: name each convention directly.*

Model answer: Ms Perry follows the convention of sharing the airtime: she notices who has not spoken and invites that member in — “Cole, you have not spoken yet — what is your take?” Dean follows the convention of attacking the idea, not the person: he disagrees with a reason — “I see it differently. Her talk is about interviews” — and then builds on Cole’s contribution instead of crushing it: “But Cole has a point — one question could cover both.”

Other fully creditable answers: for Dean, giving a reason with his view, or finding common ground and combining both ideas into one question.

Question 5 (3 marks) — *Explain: make the fault clear. Rewrite: keep the problem, drop the attack.*

Model answer: a. Vera’s question is loaded — it attacks the person instead of the problem. “Always ... after you” builds in blame, so Helen cannot answer honestly without accepting the attack, and the real issue (the uncovered roster gaps) never gets discussed. b. “What should we do about the roster when a turn gets missed — do we need a backup waterer?” This raises the same problem but aims it at the roster, not at Helen, so the committee can solve it without anyone losing face.

Other fully creditable answers (b): “How do we cover the gaps when someone can’t make their turn?” — any version that keeps the problem and removes the blame.

Common errors: rewriting as an apology, or dropping the problem entirely — the rewrite must still raise the missed turns.

Question 6 (2 marks) — *Rewrite + state: open the question, then say what the open form adds.*

Model answer: Open version: “What went well this week, and what should we change for next week?” The open question is better because it invites explanations instead of nods: Noa hears what actually happened — a near miss, a delay, faulty gear — while problems are still small, and the team practices saying them out loud.

Other fully creditable answers: “What should we watch for next week?” or “Which job gave you the most trouble this week?” — any version that cannot be answered yes/no and states a real gain.

Question 7 (2 marks) — *Identify: name each convention; state its purpose.*

Model answer: Convention one: the chair names the items and their order — “Two items today: skate-park lighting and the holiday program. We will take lighting first” — so the group knows what is coming and the talk stays on topic. Convention two: the chair promises to hear from non-speakers before any decision — “I want to hear from people who have not spoken before we decide anything” — which shares the airtime and makes sure the decision rests on more than the confident few.

Other fully creditable answers: parking Josh’s point (“hold that thought for the lighting vote”), which manages turns without losing a contribution; returning the floor to Amina (“finish us off: what would lighting change for you?”), which draws out the effect of the issue; summing up before a vote.

Question 8 (3 marks) — *Identify: name the conventions directly. Explain: make the reason clear.*

Model answer: a. Two conventions: speakers address the chair — both Abby and Cara open with “Madam Chair”; and no one interrupts the speaker who holds the floor — Cara waits for Abby to sit and for the chair’s nod before she starts. b. A fixed order and time limits give each side an equal, fair hearing, so the debate is decided by the strength of the cases rather than by whoever shouts longest; the limits also force debaters to choose their strongest material.

Other fully creditable answers (a): the motion is stated exactly before speaking begins; the time limit is announced (“you have three minutes”); Cara’s rebuttal answers what the Affirmative actually said (“the Affirmative says phones split attention — we agree that is true around a forklift”).

Question 9 (2 marks) — *Classify: name the form for each scenario; state one distinguishing feature.*

Model answer: Scenario 1 is a discussion; scenario 2 is a debate. The feature that shows the difference is the purpose: in scenario 1 the committee works together towards a date everyone can live with, while in scenario 2 the teams compete to persuade a judge that one side is stronger.

Other fully creditable answers: the structure feature — scenario 2 has a stated motion, two assigned opposing sides, fixed turns and a judge; scenario 1 has none of these.

Question 10 (2 marks) — *State one difference; explain why it exists.*

Model answer: In the small group the turns are informal — members pick the gaps and share the talk naturally; in the whole class the turns are managed — speakers raise a hand or wait for the chair. The difference exists because of size: with a whole class listening, an agreed signal is the only way to keep one voice at a time, while four people can hear each other’s pauses.

Other fully creditable answers: contributions must be fuller in the whole class because many listeners cannot ask for a quick repeat; feedback is instant in a small group but held until the end in a whole class — each with the size-based reason.

Question 11 (3 marks) — *Identify the active listener; give two pieces of evidence.*

Model answer: a. Hugo. b. Evidence one: Hugo takes notes while Iris talks — (*writing it down*) — which captures the point and shows Iris she is being followed. Evidence two: Hugo paraphrases to check understanding — “So the roster problem is real, but it starts from the induction gap?” — which lets Iris correct him before the pair writes the wrong answer.

Other fully creditable answers: Hugo’s probing question (“What made you pick that over the roster problem?”); Hugo answers what Iris actually said rather than his own idea. Evidence from Cara’s failures also earns marks — divided attention (the phone), the “Yeah” that is followed by contradiction, and the subject change to the footy — because each failure supports the same answer.

Marker’s note: the two pieces of evidence may come from either pair, as long as they support the answer chosen in part a.

Question 12 (3 marks) — *State the purpose; identify two items and explain why each matters.*

Model answer: a. Minutes are the meeting’s written record: they let members — and anyone who was absent — check later what was agreed and who is doing what. b. Item one: a decision — “date confirmed; hall booked as backup”. A decision with no written record gets argued about later. Item two: an action with a name and a deadline beside it — “Craig — flyer draft by the next meeting” (or “Wendy — netball club by Tuesday”). An action with no owner quietly does not happen.

Common errors: listing small talk; naming items without saying why each one matters.

Question 13 (4 marks) — *Choose the kind; write a question that does that kind's job.*

Model answer: a. closed — “Has the Hartfield load left the yard?” One word settles the fact. b. open — “What activities would bring the whole street to the games afternoon?” The committee needs ideas it has not thought of. c. clarifying — “When you say ‘the marquee’, do you mean the big one we hire?” It checks which marquee Wendy meant. d. probing — “What makes you say it is easy — what have you filmed before?” It asks for the evidence behind the claim.

Marker's note: each mark needs the kind plus an example question that genuinely fits the situation. A different kind earns the mark only if the example question clearly does that kind's job in that situation.

Question 14 (3 marks) — *Explain: make the fault and the fix clear.*

Model answer: a. Vera's challenge is loaded: “actually” and “just guessing again” attack the members who made the plan rather than the plan itself. The blame puts the group on the defensive, and the real question — what the tank costs — gets buried under the sting. b. Marg asks for the same information in neutral words: the installed cost of the tank against the fence-repair quotes. The challenge stays on the idea, so members can answer without losing face, and the meeting gets the two numbers it needs in order to decide.

Common errors: saying Marg's version is better “because it is polite” without naming what her question does — it asks for evidence and sets up a fair comparison.

Question 15 (4 marks) — *Identify the gaps; rewrite in the full shape.*

Model answer: a. Two missing features: there is no link to what the speaker actually said — “that” never names the claim — and no reason or evidence for the disagreement. (Also creditable: no respectful framing; no question that moves the talk forward.) b. “The guest said candidates should always ask a question at the end of an interview. I see it partly differently: a question helps when it is about the job — ‘What does a first week look like here?’ — but a question asked just to tick a box can sound like showing off. Does the class think some questions hurt more than they help?”

Common errors: a rewrite that is polite but still has no reason; a rewrite that forgets the closing question.

Question 16 (4 marks) — *Recommend two ground rules; justify each against a named problem.*

Model answer: Ground rule one: one voice at a time — nobody speaks over anybody else, and the chair hands out turns. This prevents the ten-minute argument: with turns protected, both members state their case once and the group moves to deciding, instead of two people shouting the same points. Ground rule two: each agenda item gets a set time — say ten minutes — kept by a timekeeper, and the group follows the agenda order. This prevents the water-tank item running out of time: earlier items cannot eat the whole meeting, and the tank gets its turn.

Other fully creditable answers: a named chair for every meeting; a disagreement running over two minutes gets parked and taken to a smaller follow-up talk — each must be justified against one of the two stated problems.

Question 17 (5 marks) — *Write a contribution: link, view, reason, question — respecting the conventions.*

Model answer: Building on Hugo's idea, I think the combined project is worth testing — but Cara's warning about time still stands. My view: choose the resume workshop, and film one short segment of it. We get the workshop's quick result and a small piece of lasting video, and the editing stays inside what our class can do in a term, because most of us already film on our phones. My question for the group: if we run the workshop twice, who wants to own the filming?

Word count: 84 words.

Marker's note: the view may support any of the three projects, or the combination — marks are for the shape (link, view, reason, question) and for respecting the conventions, not for choosing the “right” project.

Common errors: a contribution with no link (it ignores Hugo, Cara and Cole and starts from scratch); a reason that is only restated opinion (“because it's the best one”); forgetting the question back.

Question 18 (6 marks) — *Evaluate against the conventions with named evidence; recommend and justify a ground rule.*

Model answer (a): The conventions hold here, but only because the chair keeps holding them. Fay names the process at the start — “views in a circle, and I will sum up before we decide”. She protects the turns too: “One voice at a time, please”, and Craig still gets the floor at the end. Listening works in the members who practise it: Wendy checks understanding — Rosa’s paper says “weather permitting”, so what is the wet-weather plan? — and Rosa answers the question she was asked. Against that, Craig talks over Rosa and tries to force the decision early (“Done. What are we even deciding?”), and Ted’s phone costs the meeting a full repeat of the dates.

Word count: 112 words.

Model answer (b): Ground rule: phones down during the meeting. Ted’s message-checking broke his own listening and cost the whole group time — the dates had to be read a second time “from the top”. A phones-down rule prevents exactly that: attention stays on the speaker, and the meeting stops running twice.

Other fully creditable answers (b): one voice at a time with a signal from the chair (Craig talked over Rosa); the paper read before the meeting (Ted would have had the dates without a repeat) — each justified by a problem seen in this transcript.

Marker’s note: the judgement in part a may be positive, negative or mixed — the marks are for the three pieces of evidence and the effects tied to them, not for the direction of the verdict. A ground rule aimed at a problem this group does not have earns no justification mark.

Common errors (a): listing conventions from the theory with no evidence from the transcript; quoting evidence with no effect attached.

Chapter 3 Oral communication, discussion and literacy conventions — 3D

Conventions of literacy: punctuation, sentence structure, paragraphing and spelling

Theory

Writing is read by strangers. When you speak, your voice, your face and your listener's questions all help your meaning land. Writing gets none of that help: the page has to carry the meaning by itself. The tools it uses are called the *conventions of literacy* — the agreed rules and habits of written English. A *convention* is a way of doing things that most readers and writers agree on, like driving on the left. No single car is better for it; everyone is safer because everyone does the same thing.

The study design for this book lists as a key knowledge point the conventions of literacy — punctuation, sentence structure, paragraphing and spelling — and, as a key skill, applying those conventions when you write: sentence structure, paragraphing, punctuation and spelling.

Notice where those rows sit: the study design prints them in **all four areas of study** of this course. That tells you something important. These conventions are not one topic among many — they sit underneath every reading and writing task in the book. Every report, set of instructions, brochure, speech script and reflection you meet or create here is judged partly on them.

About the wording in this section. The study design uses the phrase “the conventions of literacy” but does not define it. This book treats the conventions of literacy as the four families named in the dot point — punctuation, sentence structure, paragraphing and spelling — as they are used in standard Australian English for workplace, training and formal writing. Every question in this section can be answered on that definition.

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:

- **Brightwire Electrical** — a small electrical business. Tessa owns it; Josh is her first-year apprentice.
- **Elmwood Neighbourhood House** — a community centre. Deniz coordinates its volunteers.
- **Southside Sports Club** — a volunteer-run sports club. Jo is the secretary.
- **Fairlight Pharmacy** — a small pharmacy.

Why conventions matter. Three reasons come up in every workplace:

1. **Meaning.** The conventions chop writing into pieces a reader can take in one at a time. Miss one convention and the message can change — or vanish. A missing full stop can weld two instructions together; a reader may follow the wrong one.
2. **Safety and money.** In workplace, health and money texts, a misread sentence has real costs. A spelling error on a pharmacy note, or a missing “not” on a safety sign, can hurt someone. Conventions are part of doing a job safely.
3. **Trust.** Readers judge a text by its surface. A sign, email or post full of errors suggests the work behind it may be careless too. First impressions are hard to walk back — and an organisation's texts are its face to the public.

The four families. Learn these four labels; most tasks in this section ask you to name one of them.

Family	What it covers	A typical failure
Punctuation	the marks that show how sentences are divided and read: full stops, commas, question marks, apostrophes, capital letters, quotation marks	two sentences welded together; a question that reads like a statement

Family	What it covers	A typical failure
Sentence structure	how words are built into complete sentences: subjects and verbs, statements, questions and commands, joining words	a fragment; a run-on; a sentence so long the reader loses the thread
Paragraphing	how sentences are grouped into paragraphs: one idea per paragraph, topic sentences, layout on screens and signs	a wall of text; three different topics in one block
Spelling	how words are written: everyday words, homophones, Australian forms	“their” for “there”; “organize” in an Australian document

Punctuation: the road signs of writing. *Punctuation* means the marks on the page that show how a sentence is divided and how it should be read. Punctuation does for writing what pausing and stress do for speech. Learn the job of each common mark:

Mark	Job	Example
Full stop .	ends a statement or a command	The van is booked.
Question mark ?	ends a question	Is the van booked?
Exclamation mark !	shows strong feeling — used rarely in workplace writing, because it shouts	Watch out!
Comma ,	separates items in a list, marks a breathing pause, and comes before <i>and</i> , <i>but</i> or <i>so</i> when they join two sentences	Bring gloves, a torch and boots.
Apostrophe ’	shows belonging, or stands in for missing letters in a shortened form (a <i>contraction</i>)	Josh’s tester · don’t (= do not)
Capital letter	starts every sentence; marks the names of particular people, places, organisations, days and months (called <i>proper nouns</i>)	Tessa works at Brightwire Electrical. Monday.
Quotation marks “ ”	surround the exact words of a speaker or of another text	The sign says “Switch off at the mains”.
Colon : and semicolon ;	a colon introduces a list or an explanation; a semicolon joins two closely related sentences	Jobs: rewiring, testing, tagging. The van is booked; Josh has the keys.
Dash — and brackets ()	add a gloss (a short explanation) or an aside	Josh left early (his van broke down).
Hyphen -	joins words that work as one idea	a first-aid kit · an eight-year warranty

Punctuation carries meaning. The same words with different marks can say different things:

- “Your lights are fixed.” reports a finished job. “Your lights are fixed?” asks whether it is finished. Five identical words; the end mark does all the work.
- “Volunteers who speak another language will staff the welcome desk.” means only *some* volunteers — the ones who speak another language — will staff it. “Volunteers, who speak another language, will staff the welcome desk.” says that *all* the volunteers speak another language. One pair of commas changed a fact.
- “the dog’s bowl” belongs to one dog; “the dogs’ bowl” belongs to several; “the dogs bowl” is a mess.

Watch out — punctuation is meaning, not decoration. Nothing about the words changes when a mark moves, but the reader’s understanding can change completely. When you check a text, do not just look at the words: look at what the marks make the words say.

Sentence structure: complete thoughts. A *sentence* is a group of words that expresses one complete thought. It begins with a capital letter and ends with a full stop, a question mark or an exclamation mark. Every complete sentence has a *subject* (who or what the sentence is about) and a *verb* (what the subject does, is or has): in “The van arrives on Thursday”, the subject is “the van” and the verb is “arrives”. A *clause* is a group of words with its own subject and verb; a sentence may be one clause or several.

Sentences do three jobs:

Job	Kind	Example
tells	statement	The van arrives on Thursday.
asks	question	Does the van arrive on Thursday?
tells someone to do something	command	Switch off the mains.

Commands build procedural texts: most instructions and safety steps are commands. A command usually starts with its verb, and its subject — “you” — is understood but not written.

Sentences also come in three builds:

Build	What it is	Example
Simple	one clause	Josh tested the lights.
Compound	two clauses joined by <i>and</i> , <i>but</i> , <i>so</i> or <i>or</i> , with a comma before the joining word	Josh tested the lights, and he cleaned up.
Complex	clauses joined by words such as <i>because</i> , <i>when</i> , <i>if</i> , <i>although</i> or <i>while</i>	Josh tested the lights because the customer asked.

Mix your sentence lengths. All-short writing sounds chopped up; one enormous sentence loses the reader. A good rule: **one idea per sentence**. If a reader has to go back and find the start, the sentence was too long.

Two failures come up constantly:

- A **fragment** is an incomplete sentence — a clause that leaves the reader waiting: “Because the team is small.” What happens because the team is small? The sentence never says.
- A **run-on** is two complete thoughts welded together with nothing between them: “The team is small we book jobs a week ahead.” Fix a run-on three ways: split it with a full stop; join it with a comma and *and*, *but* or *so*; or join it with a semicolon.

Watch out — a long sentence is not automatically wrong. The test is whether a reader can follow it in one pass. A careful long sentence in a report can be fine. But workplace documents — instructions, signs, notices, emails — usually favour short ones: one instruction, one step, one idea at a time.

Paragraphing: one idea, one block. A *paragraph* is a group of sentences that develops one idea. It usually starts on a new line and is set off by blank space. Chapter 1 of this book showed paragraphs from the reader’s side — the *topic sentence* (the first sentence, which states the paragraph’s idea) lets a reader find information fast. Here is the writer’s side: how to build them.

The rules are few:

- **One idea — or one step — per paragraph.** If a paragraph starts doing a second job, split it.

- **The topic sentence announces the idea**, usually first.
- **Start a new paragraph when** a new idea begins, a new step of a procedure starts, a new person speaks, or the time or place changes.
- **On screens, keep paragraphs short** — two to four sentences. Readers skim on phones; big blocks get skipped.

The same facts in one block make the reader hunt for what they need. The same facts in three short paragraphs let them find each point in seconds. On a sign, paragraphing shrinks to one message per line — you will build one in Example 4.

Watch out — a paragraph is a unit of thought, not a unit of length. No rule says how many sentences a paragraph “must” have. A one-sentence paragraph can be right — for a warning, or a thank-you at the end of a notice. Ask “is this one idea?”, never “is this many enough sentences?”.

Spelling: getting the letters right. *Spelling* means writing a word’s letters in the agreed order. Spelling errors matter for the three reasons above: they can change meaning (“nowhere” and “now here” are different messages), they cost trust (a shop sign with an error looks careless), and in health, safety or money texts they can cost real harm (a medicine name spelled wrong).

Homophones are words that sound the same but differ in spelling and meaning. They are the most dangerous spelling errors, because a spell-checker cannot catch them — every candidate is a real word, and only you know which one you meant.

Homophones	The difference	Trick
their · there · they’re	their = belonging to them · there = in that place · they’re = they are	“they’re” contains “they”; “here” sits inside “there”
your · you’re	your = belonging to you · you’re = you are	if you can swap in “you are”, write “you’re”
its · it’s	its = belonging to it · it’s = it is	the apostrophe in “it’s” stands for a missing letter, as in all shortened forms
to · too · two	to = towards · too = also, or more than enough · two = 2	the extra o in “too” means one too many; “two” is the number 2
hear · here	hear = take in sound · here = in this place	“hear” contains “ear”
weather · whether	weather = rain, wind and sun · whether = if, or whether or not	“weather” happens outside; “whether” asks a yes-or-no question

This book is written in Australian English, and Australian spelling differs from American spelling in a few common patterns:

Pattern	Australian	American
-ise endings	organise, realise	organize, realize
-our endings	colour, neighbour, favourite	color, neighbor, favorite
-re endings	centre, metre, litre	center, meter, liter
double l	labelling, travelling, cancelled	labeling, traveling, canceled

Watch out — a spell-checker is a helper, not a proofreader. A spell-checker catches typos such as “recieve”. It cannot catch homophones (“their” for “there” is a correctly spelled word), it cannot catch a real word used as the wrong word (“form” for “from”), and if your device is set to American English it will “fix” your Australian spellings the wrong way. Check the language setting on your device — and always read with your own eyes afterwards.

Strategy — the four-pass proofread. *Proofreading* means checking a piece of writing for errors before anyone else sees it. Never proofread your own writing the way you read someone else’s — your brain fills in what you meant, not what is on the page. Slow it down with passes, one job each:

1. **Pass 1 — sense.** Read the whole text once. Does it say what you meant, in the right order?
2. **Pass 2 — sentences.** Check every sentence: capital at the start, end mark at the finish, one complete thought.
3. **Pass 3 — paragraphs.** Is each paragraph one idea? Does each topic sentence announce its idea?
4. **Pass 4 — words.** Read slowly, word by word. Check every homophone by hand. Check names, dates and numbers.

Read the text aloud — your ear catches run-ons and missing words that your eye slides over. Leave a gap between writing and proofreading if you can. And keep a **personal word list** in note form: every word you get wrong, written correctly, checked each time you write.

Conventions change with the setting. A quick text to a friend follows looser habits than a workplace email — and that is fine between friends. The conventions taught in this section are the ones workplaces, training providers and formal documents expect. Chapter 2 of this book showed how organisations choose language for their readers; the same thinking applies here. Ask who will read this text, and write to the conventions that reader expects.

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

- **Identify the error** — quote the exact words.
- **Name the convention** — punctuation, sentence structure, paragraphing or spelling (and be as specific as you can: comma, run-on, homophone, topic sentence).
- **Explain the effect** — how the error confuses a reader or changes the meaning.
- **Correct it** — rewrite with the fix, keeping every fact.
- **Apply the conventions** — write or edit a text so it is ready to publish.
- **Judge the fit** — is this text ready to send, print or post?

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

The text contains “_____” (quote the words). This breaks the convention of _____ (family). A reader might _____ (effect). The fix is _____.

One skill, the whole book. Because the study design prints these rows in all four areas of study, the conventions belong to every task you do in this book — reading complex documents, writing instructions and reports, creating promotional material, scripting and reflecting on presentations. Treat every piece of writing you hand in as a conventions task: draft it, then give it the four-pass proofread.

Worked examples

Example 1 — scaffolded

Task. Read Stimulus A, a draft email typed in a hurry by Josh, the first-year apprentice at Brightwire Electrical. Identify three errors from three different convention families. For each error, name the family, explain its effect on the reader, and give the correction. (6 marks)

Stimulus A — Brightwire Electrical: draft customer email, typed in a hurry.

hi mr nguyen your switchboard upgrade is finished and the power is back on please check the new labels on the meter box you're certificate is in your letterbox dont forget we are closed on mondays
cheers josh

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
What is the email trying to say? Three jobs: (1) the upgrade is finished, power is back on; (2) check the labels, certificate is in the letterbox; (3) the shop is closed Mondays.	Step 1 — Before you hunt errors, be sure what the writer meant. You cannot judge whether a text carries its message until you know the message.
Raw error list: “hi” and “mr nguyen” lower-case ·	Step 2 — Skim again and list everything that looks

“mondays” lower-case · no comma after the greeting · thoughts welded: “back on please check ...” · “you’re certificate” · “dont” · greeting, message and sign-off all in one line

Sorted by family: punctuation — missing comma after the greeting, “dont” (apostrophe); spelling — “you’re” for “your” (homophone); sentence structure — the welded thoughts (a run-on); paragraphing — greeting, message and sign-off in one block

Chosen three: the run-on “back on please check ...” (sentence structure) · “you’re certificate” (spelling) · “dont” (punctuation)

Error 1: The email welds two complete thoughts together — “your switchboard upgrade is finished and the power is back on please check the new labels on the meter box”. With no full stop between them, the reader runs past the good news into the next instruction and has to go back to find where the first message ended. Fix: “... the power is back on. Please check the new labels ...”

Error 2: “you’re certificate” uses the wrong homophone. “You’re” means “you are”; the email needs “your”, because the certificate belongs to the customer. The reader stops and decodes on the exact line that carries important paperwork — and the error makes a licensed business look careless. Fix: “your certificate”.

Error 3: “dont” has lost its apostrophe. The apostrophe in a shortened form stands in for missing letters — here the “o” of “do not”. Without it the word is misspelled, in the sentence that carries an important fact about opening days. Fix: “don’t”.

Assembled response — see below.

wrong. Note form is fine at the planning stage; full sentences come later. Do not choose yet — just collect.

Step 3 — Sort your list into the four families. The task demands three *different* families, so the sorting is your plan. Capital letters are counted with punctuation here — they are marks a writer adds.

Step 4 — Pick the three you can explain best, one from each family. The paragraphing point also works — keep it in reserve, and use it if one of your three turns out weak.

Step 5 — Build each point on the frame: quote the words → name the family → effect on the reader → fix. Two marks per error: one for quoting and naming, one for the effect and the correction.

Step 6 — Same frame. Notice how the effect is specific: not “it looks bad”, but what the reader hits and where the risk sits. Homophones get past spell-checkers, so explaining the meaning difference shows real control.

Step 7 — Same frame again. Three errors × 2 marks = 6 marks. Each error comes from a different family, as the task demanded.

Step 8 — Assemble your three points into the final response, each complete on the frame. Then proofread your own answer with the four passes — the conventions count in your response too.

Assembled response (6 marks):

The draft email contains errors in every family; three are explained here. First, sentence structure: two complete thoughts are welded together — “the power is back on please check the new labels on the meter box” — so the reader runs past the first message and must go back to find its end; a full stop after “on” separates them. Second, spelling: “you’re certificate” uses the homophone “you’re” (“you are”) where “your” is needed, which stalls the reader on the line about important paperwork; the fix is “your certificate”. Third, punctuation: “dont” is missing the apostrophe that stands in for the letters left out of “do not”; the fix is “don’t”. A fourth error is also available — paragraphing: the greeting, the message and the sign-off all sit in one block.

Word count: 128 words.

Example 2 — scaffolded

Task. Read Stimulus B, a notice typed as one block for the Elmwood Neighbourhood House noticeboard. **a.** Split the notice into three paragraphs and state the one idea each paragraph carries. (3 marks) **b.** The block contains run-on sentences. Find and correct two of them. (2 marks)

Stimulus B — Elmwood Neighbourhood House: draft noticeboard note, typed as one block.

The autumn working morning is on Saturday 2 May, starting at 9 am bring gloves and closed shoes we will weed the garden beds and repaint the front fence. Everyone is welcome and you do not need to be a member to help morning tea will be ready at 11 am. If you can donate old paintbrushes drop them at the front desk before Friday thanks to everyone who helped last year.

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
Read for sense. The note does three jobs: it announces the event (what, when, what to bring, what will be done); it explains how to take part (everyone welcome, morning tea, paintbrush donations); it thanks last year's helpers.	Step 1 — Read the block once and ask what jobs the writing does. Paragraphing follows ideas, so list the ideas first. Three jobs is a strong hint that the block wants to be three paragraphs.
Break 1 after "...repaint the front fence." · Break 2 after "...before Friday." · Paragraph 1 = the event · Paragraph 2 = taking part · Paragraph 3 = thanks	Step 2 — Mark a break wherever the topic switches. Test each side of a break: can you state each paragraph's one idea in a few words? If a paragraph would carry two ideas, split it again.
Run-on hunt: "starting at 9 am bring gloves ..." — two thoughts, no mark between · "closed shoes we will weed ..." — same · "to help morning tea will be ready ..." — same · "before Friday thanks to everyone ..." — same	Step 3 — Now switch to sentence structure. A run-on is two complete thoughts welded with nothing between them. Slide your finger along each sentence: when a new subject-and-verb thought starts but no full stop came, you have found one.
Fix 1: "The autumn working morning is on Saturday 2 May, starting at 9 am. Bring gloves and closed shoes." Fix 2: "Everyone is welcome, and you do not need to be a member to help. Morning tea will be ready at 11 am."	Step 4 — Correct two run-ons (the task asks for two, not four). A full stop is the cleanest fix; a comma plus <i>and</i> , <i>but</i> or <i>so</i> also works. Keep every fact — a fix that drops information is not a fix.
Check pass: every sentence starts with a capital and ends with a full stop; each paragraph is one idea; the thanks paragraph is one sentence — and that is fine.	Step 5 — Run the four-pass proofread on your own answer. Notice the one-sentence final paragraph: a closing thank-you is one idea, so one sentence is a whole paragraph. Length was never the test.

Assembled response (5 marks):

a. Three paragraphs, one idea each:

The autumn working morning is on Saturday 2 May, starting at 9 am. Bring gloves and closed shoes. We will weed the garden beds and repaint the front fence.

Everyone is welcome, and you do not need to be a member to help. Morning tea will be ready at 11 am. If you can donate old paintbrushes, drop them at the front desk before Friday.

Thanks to everyone who helped last year.

Paragraph 1 carries one idea — the event itself: what it is, when it runs, what to bring and what will be done.

Paragraph 2 carries the second idea — taking part: who is welcome, morning tea, and how to donate. Paragraph 3 is the closing thank-you for last year's helpers.

b. Two run-ons corrected: "... starting at 9 am bring gloves ..." becomes "... starting at 9 am. Bring gloves ...", and "... to help morning tea will be ready ..." becomes "... to help. Morning tea will be ready ...". In each case a full stop separates two complete thoughts.

Word count: 170 words.

Example 3 — unscaffolded

Task. Stimulus C shows two social-media posts from Southside Sports Club about the same trivia night. Explain two ways the writing of Post 1 could hurt the club. Use details from both posts. (4 marks)

Stimulus C — Southside Sports Club: two social-media posts about the same trivia night.

Post 1: trivia NI8 this sat 7pm @ the club bring ur own plate?? members free non members 5 dollars at the door ring jo 4 details

Post 2: Trivia night this Saturday, 9 May — 7 pm at the club. Please bring a plate of food to share. Members enter free; non-members pay 5 dollars at the door. Phone Jo on 0400 000 000 for details.

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 first way is that Post 1 makes the reader do the work. Forms like “NI8”, “ur”, “sat” and “4 details” must be decoded before they mean anything, “this sat” never gives the date, and “@ the club” assumes the reader already knows which club — so a new follower, exactly the person a post should reach, may give up and scroll past. The stray “??” after “plate” even turns an instruction into something uncertain. The second way is trust. Post 2’s capital letters, full stops and punctuation make the night look organised and worth attending, while Post 1’s missing marks could mislead about the facts — “members free non members 5 dollars” is welded together, so a reader in a hurry could miss who pays what. A sloppy post suggests a sloppy club, and first impressions are hard to walk back with visitors, members and sponsors alike. Same facts, two impressions: the conventions make the difference.

Takeaway: conventions are how a text greets its reader. Facts alone are not enough — every reader should get them at the first pass, and finish the text trusting the writer.

Word count: 183 words.

Example 4 — unscaffolded

Task. Read Stimulus D, a draft counter sign for Fairlight Pharmacy. Rewrite the sign so that it follows the conventions of literacy. Keep every fact. (5 marks)

Stimulus D — Fairlight Pharmacy: draft counter sign.

flu vaccinations start wednesday 3 june walk ins welcome weekdays between 9am and 4pm dont wait if your feeling unwell after the vaccine tell the pharmacist straight away their is no charge for people under 18

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 (5 marks):

Flu vaccinations start Wednesday 3 June.

Walk-ins are welcome on weekdays between 9 am and 4 pm.

Do not wait if you are feeling unwell after the vaccine — tell the pharmacist straight away.

There is no charge for people under 18.

The fixes: capital letters at the start of each sentence and on the day and month (“Wednesday 3 June”); a full stop or a line break wherever two thoughts were welded together; “dont” becomes “Do not” (the shortened form needs its apostrophe, and the fuller form suits a health sign); “your feeling” becomes “you are feeling” (the homophone “your” means belonging to you); “their is” becomes “There is”; and one message per line, so the sign can be read at a glance from a counter.

Takeaway: a sign is paragraphing at its smallest — one message per line, every fact spelled out, every sentence finished. On a health sign, the conventions are part of the care.

Word count: 156 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.

Stimulus E — two text messages from Brightwire Electrical.

Message 1: Your lights are fixed.

Message 2: Your lights are fixed?

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

What does each message tell the customer, and which punctuation mark makes the difference?

Use this frame:

Message 1 tells the customer _____, because the full stop ends a _____. Message 2 asks _____, and the mark that makes the difference is the _____.

Question 2 (2 marks)

Read Stimulus F. Choose the correct word for each of the two errors and state what the correct word means.

Hint: homophones sound the same — only one spelling of each pair fits the meaning of the sentence.

Stimulus F — a line from the Elmwood Neighbourhood House newsletter.

Volunteers said their happy too help at the spring fete.

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:

“Their” should be _____, which means _____. “Too” should be _____, which means _____.

Question 3 (3 marks)

Read Stimulus G. Label each line: statement · question · command. Each kind is used exactly once.

Stimulus G — three lines from a Brightwire Electrical training card.

- a. Switch off the mains before touching any wire.
- b. Is the test light working?
- c. The new van arrives on Thursday.

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

Reminder: a statement tells, a question asks, and a command tells someone to do something.

Line	Kind (write one from the list)
a	
b	
c	

Question 4 (3 marks)

Read Stimulus H.

Stimulus H — Elmwood Neighbourhood House: newsletter extract.

Paragraph 1: The spring fete returns on Sunday 18 October. The gates open at 10 am and the day runs until 3 pm.

Paragraph 2: Volunteers are still needed for three stalls: the raffle table, the cake stall and the plant table. Sign-ups are at the front desk.

Paragraph 3: The fete raises money for the homework club. Last year it paid for new tables and a year of printing.

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

a. Copy the topic sentence of Paragraph 2. (1 mark)

b. Deniz wants to add this sentence: “The raffle table needs two people for an hour each.” Which paragraph should it go in, and why? (2 marks)

Use this frame:

The sentence belongs in Paragraph _____, because that paragraph is about _____ and the new sentence adds _____.

Question 5 (4 marks)

Read Stimulus I.

Stimulus I — a sentence from a Southside Sports Club email.

Training starts at 6 pm please bring your own water bottle.

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

Hint: a run-on is two complete thoughts welded together with nothing between them.

- a. Correct the run-on in two different ways. Write out both corrected versions. (2 marks)
- b. Explain how your correction helps the reader. (2 marks)

Use this frame for b:

Before the fix, a reader might _____. After the fix, the reader _____.

Question 6 (4 marks)

Read Stimulus J. The draft was typed on a device set to American English. Identify the four American spellings and give the Australian form of each.

Hint: look for the -or, -ize, -er patterns and a single l where Australian English doubles it.

Stimulus J — Brightwire Electrical: draft job ad.

Apprentice electrician wanted. Brightwire Electrical is a small local company at the Elmwood trade center. We will organize a trial shift for shortlisted applicants. Bring your tools in a labeled case. A navy color uniform is provided.

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

Un scaffolded

Question 7 (2 marks)

Read Stimulus K.

Stimulus K — a sign on the Brightwire Electrical workshop wall, printed with no punctuation.

no food or drink past this point tools must be returned to the rack

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

- a. Write the sign out as two correctly punctuated sentences. (1 mark)
- b. State one mistake a reader could make while the sign has no punctuation. (1 mark)

Question 8 (3 marks)

Read Stimulus L. Find and correct the three apostrophe errors. For each, state whether the apostrophe shows belonging or a shortened form.

Stimulus L — Southside Sports Club: a notice for players.

The teams changing room will be locked after games. Dont leave boots in the players lockers overnight.

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)

Read Stimulus M, two versions of a sentence from the Elmwood Neighbourhood House volunteer handbook.

Stimulus M — Elmwood Neighbourhood House: two versions of a sentence from the volunteer handbook.

Version 1: Volunteers who speak another language will staff the welcome desk.

Version 2: Volunteers, who speak another language, will staff the welcome desk.

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

Explain the difference in meaning between the two versions.

Question 10 (3 marks)

Read Stimulus N.

Stimulus N — Brightwire Electrical: three lines from a draft web page.

- a. Book your safety-switch test online.
- b. Because the team is small.
- c. We cover the Elmwood area, and we answer the phone fast.

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

- a. Which line is not a complete sentence? (1 mark)
- b. Explain why it is not complete. (1 mark)
- c. Fix the line by joining it to a sentence of your own. (1 mark)

Question 11 (3 marks)

Read Stimulus O.

Stimulus O — Fairlight Pharmacy: how to order repeat medicine, typed as one block.

First find your repeat prescription slip. Then hand the slip to the pharmacist or send a photo of it through the app. Next wait for the text message that says your order is ready. Finally collect your medicine and check the label before you leave.

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

- a. Rewrite the procedure as four numbered steps, one per line. (2 marks)
- b. Explain why each step gets its own line. (1 mark)

Question 12 (4 marks)

Read Stimulus P.

Stimulus P — Southside Sports Club: draft post for the club's social-media page.

Big thanks too everyone who came to family sports day we raised enuff for new training bibs!

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

- a. Identify and correct three errors. (3 marks)
- b. State one way posting the draft with these errors could hurt the club. (1 mark)

Question 13 (4 marks)

Read Stimulus Q.

Stimulus Q — Fairlight Pharmacy: draft note for a medicine bag.

Take one tablet each morning with food if your unsure about the dose call the pharmacy their is always a pharmacist on duty.

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

- a. Correct the two homophone errors. (2 marks)
- b. Explain why a spelling error on a pharmacy note matters more than the same error on a birthday card. (2 marks)

Question 14 (5 marks)

Read Stimulus R, a draft email from Tessa at Brightwire Electrical. Find and correct five errors that come from at least three different convention families.

Stimulus R — Brightwire Electrical: draft email to a customer.

Hello Mrs Chen,

thank you for booking with us, your new hot water system was installed on tuesday the team tested it and cleaned up before they left dont forget their is a copy of the eight-year warranty in the meter box? if you have any questions call the shop.

Kind regards, Tessa

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

Question 15 (4 marks)

Read Stimulus S, a long sentence from an Elmwood Neighbourhood House newsletter draft.

Stimulus S — Elmwood Neighbourhood House: one sentence from a newsletter draft.

The homework club runs on Tuesday and Thursday afternoons and it is free for all local families and the tutors are trained volunteers and we provide a snack because some children come straight from school and if you would like to volunteer you can sign up 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. Rewrite it as three or four sentences of varying length. Keep every fact. (3 marks)
- b. State one way your rewrite helps the reader. (1 mark)

Question 16 (4 marks)

Josh wrote the message in Stimulus T twice last week — the first time to a Brightwire workmate, the second time to a customer, to explain why a job would run late. He wrote both messages the same way.

Stimulus T — a message Josh sent twice, with identical wording.

yo can u swap thursday shift?? my vans off the road lol

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 two reasons this wording does not suit the customer message. (2 marks)
- b. Rewrite the customer message, applying the conventions taught in this section. (2 marks)

Question 17 (5 marks)

You help out at Elmwood Neighbourhood House. Deniz asks you to write a noticeboard notice of about 60–80 words announcing a free repair morning:

- what: volunteers will try to fix small broken household items — toasters, lamps, bikes
- when: Saturday 17 October, 10 am to 1 pm
- where: bring items to the Elmwood hall
- cost: free; morning tea provided

Write the notice. Apply the conventions of literacy: correct punctuation, complete sentences, sensible paragraphs and correct spelling.

Strategy: plan one idea per paragraph before you write — what/when/where; what to bring and what happens; a friendly closing line. Then give your notice the four-pass proofread before you hand it in.

Question 18 (6 marks)

Read Stimulus U, a draft paragraph for the Southside Sports Club website.

Stimulus U — Southside Sports Club: draft website paragraph.

southside sports club has been part of the community for over 40 years we offer football, netball and cricket for all ages training is on tuesday and thursday nights and games are on weekends dont forget the canteen is run by volunteers and every dollar raised stays in the club if you would like to join come to the front desk or email the secretary their is a new-player discount until the end of march

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

- Identify and correct four errors from at least three different convention families. (4 marks)
- Judge: is this draft ready to publish on the club's website? State your judgement and one reason for it. (2 marks)

Answers

Q1. State + identify (2). Message 1 reports that the job is finished (the full stop ends a statement); Message 2 asks whether the lights are fixed; the mark that makes the difference is the question mark.

Q2. Choose + explain (2). “their” → “they’re”, which means ‘they are’; “too” → “to”, which points at what the volunteers are happy to do.

Q3. Label (3). a command; b question; c statement.

Q4. Copy + explain (3). a. “Volunteers are still needed for three stalls: the raffle table, the cake stall and the plant table.” b. Paragraph 2 — it is the paragraph about volunteer stalls, and the new sentence adds a detail about one stall (the raffle table).

Q5. Correct + explain (4). a. Two fixes, e.g. split with a full stop (“Training starts at 6 pm. Please bring your own water bottle.”) or join with a comma and so/and (“Training starts at 6 pm, so please bring your own water bottle.”); a semicolon also earns the mark. b. The reader receives two clear messages — one fact (the time), one instruction (the bottle) — with no re-reading and no missed instruction.

Q6. Identify + correct (4). center → centre; organize → organise; labeled → labelled; color → colour.

Q7. Correct + state (2). a. “No food or drink past this point. Tools must be returned to the rack.” b. A reader may not see two separate rules at all, or may join the words wrongly at the break — e.g. reading “point tools” as one thing — and miss the no-food rule or the tool-return rule.

Q8. Correct + name (3). “teams” → “team’s” (belonging — the changing room of the team); “Dont” → “Don’t” (shortened form of do not); “players” → “players’” (belonging — the lockers of the players).

Q9. Explain (2). Version 1: only the volunteers who speak another language will staff the desk. Version 2: the commas say all the volunteers speak another language, and all of them will staff the desk.

Q10. Identify + explain + correct (3). a. Line b. b. “Because the team is small” is a fragment — it has a subject and a verb but leaves the thought unfinished; the reader is left waiting for the point. c. Any join that completes the thought, e.g. “Please book early, because the team is small.”

Q11. Rewrite + explain (3). a. 1. Find your repeat prescription slip. 2. Hand the slip to the pharmacist or send a photo of it through the app. 3. Wait for the text message that says your order is ready. 4. Collect your medicine and check the label before you leave. b. One step per line shows the order, lets the reader see where they are up to, and stops a step being skipped or lost in a block.

Q12. Identify + correct (3) + state (1). a. “too” → “to” (homophone); the run-on “sports day we raised” → “sports day. We raised” (or a comma plus so); “enuff” → “enough” (spelling). b. The post looks careless, so the club looks disorganised and readers trust it less; a reader in a hurry may also misread the thank-you or the result.

Q13. Correct (2) + explain (2). a. “your” → “you’re” (or “you are”); “their” → “there”. b. A pharmacy note carries health instructions — a reader who stumbles or misreads may act on their medicine wrongly, and errors make the pharmacy look careless about something as serious as health. A birthday card carries no instructions and no risk, so the same error costs appearance only.

Q14. Identify + correct (5). Any five from at least three families: “thank” → “Thank” (capital letter); the comma after “us” → full stop (two sentences joined by only a comma); “tuesday” → “Tuesday” (capital); “left dont” → “left. Don’t” (run-on); “dont” → “don’t” (apostrophe); “their is” → “there is” (homophone); “meter box?” → “meter box.” (a statement needs a full stop, not a question mark).

Q15. Rewrite + state (4). a. Three or four sentences, facts kept, e.g.: “The homework club runs on Tuesday and Thursday afternoons. It is free for all local families, and the tutors are trained volunteers. We provide a snack because some children come straight from school. If you would like to volunteer, sign up at the front desk.” b. The reader takes one idea at a time and can find each fact — when, who, snack, volunteering — without re-reading.

Q16. State + rewrite (4). a. Any two: the textspeak (“yo”, “u”, “lol”) and missing capitals and full stops make the message hard to read and look careless for a business; a customer message should apologise and explain, not joke; the

message never says which job or when the customer will be called back — facts a customer needs. b. A conventional rewrite, e.g.: “Hello, I am sorry — your job will run late today because my van is off the road. I will phone you as soon as I am on my way.”

Q17. Write (5) — extended. Assessment route: a notice of about 60–80 words carrying every fact (free repair morning; Saturday 17 October; 10 am to 1 pm; small household items — toasters, lamps, bikes; bring items to the Elmwood hall; free; morning tea provided), organised in paragraphs of one idea each, with correct punctuation, complete sentences and correct spelling. Plan skeleton: heading (what the notice is) → the event: what, when, where → what to bring and what happens → closing line (free, morning tea, welcome). See the fully-worked solution for a model.

Q18. Identify + correct (4) + judge (2). a. Any four from at least three families: “southside sports club” → “Southside Sports Club” (capitals); “40 years we offer” → full stop after “years” (run-on); “tuesday”/“thursday” → capitals; “weekends dont” → full stop (run-on); “dont” → “don’t” (apostrophe); “club if you” → full stop or semicolon (run-on); “their is” → “there is” (homophone); “march” → “March” (capital). b. Not ready: the run-ons, capitals and homophone would make the club’s most public page hard to read and make the club look careless.

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); **copy** — reproduce the exact words from the text; **correct** — rewrite with the error fixed and every fact kept; **label** — attach the right kind-name to each item; **rewrite** — put the text in a new form while keeping its meaning; **judge** — make a decision (ready or not ready?) supported by a reason; **write** — produce your own text to the task’s facts and conventions.

Question 1 (2 marks) — *State + identify: what each message does, and the mark that makes the difference.*

Model answer: Message 1 tells the customer that the job is finished — the full stop ends a statement, so the customer can act on it. Message 2 asks whether the lights are fixed — the question mark turns the same five words into something the customer must answer. The mark that makes the difference is the question mark.

Marker’s note: one mark for stating what each message does, one for naming the question mark as the difference-maker.

Common errors: saying the words are different — they are identical; only the end mark changes.

Question 2 (2 marks) — *Choose + explain: the correct spelling and its meaning.*

Model answer: “their” should be “they’re”, which means ‘they are’ — the sentence says the volunteers *are* happy. “too” should be “to”: “to help” points at what the volunteers are happy about, while “too” means ‘also’ or ‘more than enough’.

Other fully creditable answers: any wording that gives the correct form and its meaning (“they are”; the pointing/at sense of “to”).

Common errors: fixing only one of the two errors; or choosing correctly but explaining the wrong meaning (e.g. “too means also” does not explain why “to” fits here).

Question 3 (3 marks) — *Label: one kind per line, each used exactly once.*

Model answer: a — command (it tells someone to do something: switch off the mains) · b — question (it asks, and ends in a question mark) · c — statement (it tells, and ends in a full stop).

Marker’s note: a command usually starts with its verb — “switch” — and its subject “you” is understood but not written.

Question 4 (3 marks) — *Copy (a); explain placement (b).*

Model answer:

a. “Volunteers are still needed for three stalls: the raffle table, the cake stall and the plant table.”

b. The sentence belongs in Paragraph 2, because Paragraph 2 is the paragraph about volunteer stalls — its topic sentence names the raffle table, the cake stall and the plant table. The new sentence adds a detail about one of those stalls, so it develops that paragraph’s one idea. Paragraph 1 is about the date and times, and Paragraph 3 is about money for the homework club; the sentence fits neither.

Common errors: copying the second sentence of Paragraph 2 (“Sign-ups are at the front desk.”) in part a — the topic sentence is the one that states the paragraph’s idea, usually first.

Question 5 (4 marks) — *Correct (a): two ways. Explain (b): the reader’s gain.*

Model answer:

a. Fix 1 (split): “Training starts at 6 pm. Please bring your own water bottle.” Fix 2 (join): “Training starts at 6 pm, so please bring your own water bottle.”

b. Before the fix, a reader might run the two thoughts together and miss the instruction — the bottle request hides inside the time fact. After the fix, the reader receives two clear messages: one fact (the start time) and one instruction (bring a bottle), each marked off on its own.

Other fully creditable answers: joining with “and” plus a comma; a semicolon (“Training starts at 6 pm; please bring your own water bottle.”). Any two genuinely different fixes earn both marks in part a.

Common errors: two versions that are really the same fix; or a fix that drops a fact.

Question 6 (4 marks) — *Identify + correct: the American spelling and its Australian form.*

Model answer: “center” → “centre” · “organize” → “organise” · “labeled” → “labelled” · “color” → “colour”.

Marker’s note: this is the pattern family at work: -re (not -er), -ise (not -ize), double l, -our (not -or). The device was set to American English, so its spell-checker saw nothing wrong — a reminder that a spell-checker checks against the setting, not against your reader.

Question 7 (2 marks) — *Correct (a); state one risk (b).*

Model answer:

a. No food or drink past this point. Tools must be returned to the rack.

b. With no punctuation the reader cannot see where one rule stops and the next starts: they may miss that the sign carries two rules at all, or join the words wrongly at the break — for example reading “point tools” as one thing — and walk past with a drink.

Other fully creditable answers for b: any specific misreading or missed rule caused by the missing sentence break.

Question 8 (3 marks) — *Correct + name: belonging or shortened form.*

Model answer: “The teams changing room” → “The team’s changing room” — the apostrophe shows belonging (the changing room of the team). “Dont” → “Don’t” — the apostrophe stands in for the missing “o” of “not” in the shortened form of “do not”. “the players lockers” → “the players’ lockers” — belonging again (the lockers of the players); the apostrophe sits after the s because “players” is already plural.

Common errors: writing “players’s”; or calling “Don’t” a belonging form.

Question 9 (2 marks) — *Explain: the meaning difference the commas make.*

Model answer: Version 1 restricts: only the volunteers who speak another language will staff the welcome desk — the others will not. Version 2's commas turn the middle clause into an aside about all the volunteers: it says every volunteer speaks another language, and all of them will staff the desk. The same words carry two different facts, and the commas alone decide which.

Marker's note: one mark for Version 1's "only some" meaning, one for Version 2's "all of them" meaning.

Question 10 (3 marks) — *Identify (a); explain (b); correct (c).*

Model answer:

a. Line b — "Because the team is small."

b. It is a fragment. It has a subject ("the team") and a verb ("is"), but "because" starts a clause that needs a main clause to complete the thought — the reader is left waiting for what happens because the team is small.

c. Any join that completes the thought, e.g. "Book your safety-switch test online, because the team is small." or "Please book early, because the team is small."

Common errors: choosing line a — it is a complete command (its subject "you" is understood); a command is a sentence.

Question 11 (3 marks) — *Rewrite (a): four numbered steps. Explain (b): why one step per line.*

Model answer:

a.

1. Find your repeat prescription slip.
2. Hand the slip to the pharmacist, or send a photo of it through the app.
3. Wait for the text message that says your order is ready.
4. Collect your medicine and check the label before you leave.

b. Each step gets its own line because a procedure is followed in order, one action at a time: numbered lines show the order, let the reader see where they are up to, and stop a step being skipped or buried inside a block of prose.

Marker's note: part a keeps every fact and every action; the First/Then/Next/Finally words can be dropped, because the numbers now carry the order.

Question 12 (4 marks) — *Identify + correct (a): three errors. State (b): one cost to the club.*

Model answer:

a. "too" → "to" (the homophone "too" means 'also'; the sentence needs "to"). "sports day we raised" → "sports day. We raised" (a run-on: two complete thoughts welded with nothing between). "enuff" → "enough" (spelling).

b. The errors make the club look careless on the page where it thanks its own community — readers trust a sloppy post less, and a reader in a hurry may misread what was raised or what for.

Other fully creditable answers: for a, any three genuine errors with correct fixes; for b, any stated cost to trust, clarity or image.

Question 13 (4 marks) — *Correct (a): two homophones. Explain (b): why the setting raises the stakes.*

Model answer:

a. “your unsure” → “you’re unsure” (or “you are unsure”); “their is” → “there is”.

b. A pharmacy note carries health instructions: a reader who stumbles on a homophone, or who misreads while in a hurry, may act wrongly about their medicine — and errors on a health text make the pharmacy look careless about something as serious as people’s health. A birthday card carries no instructions and no risk; the same error there costs appearance only. The setting decides how much a spelling error matters.

Marker’s note: part b earns its marks by comparing the two settings — risk plus trust on the pharmacy side, appearance only on the card side.

Question 14 (5 marks) — *Identify + correct: five errors from at least three families.*

Model answer (the corrected email):

Hello Mrs Chen,

Thank you for booking with us. Your new hot water system was installed on Tuesday. The team tested it and cleaned up before they left. Don’t forget — there is a copy of the eight-year warranty in the meter box. If you have any questions, call the shop.

Kind regards, Tessa

The five errors corrected: “thank” gained its capital (punctuation — capital letters); the comma after “us” became a full stop, because two complete sentences cannot be joined by a comma alone (sentence structure); “tuesday” became “Tuesday” (capital); “left dont forget” was a run-on and “dont” had lost its apostrophe — now “left. Don’t forget” (sentence structure and punctuation); “their is” became “there is” (spelling — homophone). A sixth error is available: “meter box?” became “meter box.” — a statement ends with a full stop, and the question mark would make the warranty line read like a question.

Marker’s note: full marks need five corrections spanning at least three families — here: punctuation, sentence structure and spelling.

Common errors: correcting only within one family (e.g. five capitals); or “fixing” the email by deleting facts.

Question 15 (4 marks) — *Rewrite (a): three or four sentences, every fact. State (b): the reader’s gain.*

Model answer:

a. The homework club runs on Tuesday and Thursday afternoons. It is free for all local families, and the tutors are trained volunteers. We provide a snack because some children come straight from school. If you would like to volunteer, sign up at the front desk.

b. The rewrite gives the reader one idea at a time and varies the sentence lengths, so each fact — the days, the cost and the tutors, the snack, the sign-up — can be found at a glance instead of being chased through one long chain of “and ... and ... and”.

Marker’s note: part a is marked on facts kept, three or four sentences, and real variety of length.

Common errors: cutting a fact to shorten the work; or splitting into six choppy fragments that read like a list.

Question 16 (4 marks) — *State (a): two reasons. Rewrite (b): the customer message.*

Model answer:

a. First, the textspeak — “yo”, “u”, “??”, “lol” — and the missing capitals, apostrophe (“my vans”) and full stops suit a quick message to a workmate but look careless coming from a business, and the customer message has to apologise and explain, not joke. Second, the message leaves out the facts a customer needs: which job is late, why, and when they will hear from Josh — the workmate already shares the context, but a customer does not.

b. “Hello, I am sorry — your job will run late today because my van is off the road. I will phone you as soon as I am on my way. Thank you for your patience. Josh, Brightwire Electrical.”

Other fully creditable answers for b: any rewrite in complete, correctly punctuated sentences that apologises, gives the reason and says what happens next, in wording that suits a customer.

Marker’s note: the conventions change with the setting — the workmate version is not “wrong English” for its setting; the task is the fit for the customer.

Question 17 (5 marks) — *Write — extended: a notice to the facts, applying all four families.*

Model answer:

Free Repair Morning — Saturday 17 October

Elmwood Neighbourhood House is running a free repair morning on Saturday 17 October, from 10 am to 1 pm.

Bring your small broken household items — toasters, lamps and bikes — to the Elmwood hall. Our volunteers will try to fix them while you wait.

There is no charge, and morning tea is provided. Everyone is welcome.

Word count: 61 words.

Marker’s note: full marks need all six facts (event, date, time, what is fixed, where to bring items, free with morning tea), paragraphs of one idea each (heading; the event; what to bring; the friendly close), and clean conventions — capitals, full stops, apostrophes, Australian spelling. A heading counts as good paragraphing on a notice.

Common errors: facts missing (usually the date or “free”); one block with no paragraph breaks; conventions errors in a task that is itself a conventions task — always run the four-pass proofread on your own writing.

Question 18 (6 marks) — *Identify + correct (a): four errors from at least three families. Judge (b): a verdict with a reason.*

Model answer:

a. Four errors corrected:

- “southside sports club” → “Southside Sports Club” (punctuation — capital letters on a proper noun, the club’s own name).
- “over 40 years we offer” → “over 40 years. We offer” (sentence structure — a run-on: two complete thoughts welded together).
- “dont” → “don’t” (punctuation — the apostrophe in a shortened form).
- “their is a new-player discount” → “there is a new-player discount” (spelling — homophone).

Further errors available: “tuesday”/“thursday” → “Tuesday”/“Thursday”; “march” → “March” (capitals); “on weekends dont forget” → full stop before “Don’t” (run-on); “stays in the club if you would like to join” → full stop or semicolon (run-on); and the whole draft is one block that wants paragraphing — the club’s history and sports, the training and canteen details, and how to join are three ideas.

b. Not ready. The draft welds its thoughts into run-ons, drops capitals and apostrophes, and misspells “there” as “their”; the website is the club’s most public page, where first impressions decide whether a family joins — and this paragraph would make the club look careless before it has said a word about its 40 years of community work. It needs the four-pass proofread, and paragraphing, before it is published.

Marker’s note: part b needs a clear verdict plus a reason tied to a reader or to the club’s image — “it has errors” alone restates part a and earns one mark at most.

Common errors: correcting four errors all from one family; or judging the draft “fine because the facts are right” — the test is whether the actual readers can read it, and trust it, at the first pass.

Topic 1 Test

This test covers Topic 1 — accessing and understanding a range of informational, organisational and procedural texts. It draws on everything taught in Chapters 1, 2 and 3 (sections 1A to 3D). Section A has 15 multiple-choice questions, 1 mark each. Section B has 5 short-answer questions, 14 marks in total. The test is worth 29 marks. Suggested time: 50 minutes. All texts, people, organisations and web addresses in this test are synthetic — they were created for this book.

Section A — Multiple-choice questions

Choose the response that is correct for each question. Each question is worth 1 mark.

Stimulus for Questions 1–2 — a search results list. Bea wants to register her dog with the local council and find out what it costs. She searches online. Her results list, in order:

1. **Register a dog — Stringybark Shire Council** (www.stringybarkshire.gov.au/pets): “Registration forms, fees and renewal dates for dogs and cats.”
2. **PetRegister Direct** — marked *Sponsored*: “Skip the council queue — register any pet online in two minutes!” (petregisterdirect.example.com)
3. **Stringybark Community Voice** (stringybarkvoice.blog): “Why I stopped paying pet fees — and what happened next.”

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

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

Question 1

Which result is a paid spot rather than a match chosen by the search engine?

- A. Result 1, because the council charges a registration fee
- B. Result 2, because it is marked *Sponsored*
- C. Result 3, because blogs earn money from advertising
- D. None of them — every result in a list is chosen by the search engine

Question 2

Which result should Bea open first?

- A. Result 2 — it promises the fastest way to register
- B. Result 3 — a local blogger will give an honest opinion of the fees
- C. Result 1 — it comes from the council, the body responsible for dog registration, at a .gov.au address
- D. Any of the three — a search engine ranks its results by reliability

Stimulus for Question 3 — Bellbird Park Leisure Centre: notice to members. The outdoor pool closes for maintenance from Monday 2 November 2026. However, the indoor pool and the gym stay open as usual. Members with outdoor-only passes may switch to indoor sessions at no extra cost until the outdoor pool reopens.

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

Question 3

What does the notice imply for a member with an outdoor-only pass?

- A. They can keep swimming indoors without paying more while the outdoor pool is closed
- B. They must buy a new pass before 2 November 2026
- C. The gym will close at the same time as the outdoor pool
- D. They will be refunded for every week of the closure

Stimulus for Questions 4–5 — Brightwire Electrical: safe isolation procedure (extract). 1 Purpose.

This procedure sets out how to make a circuit safe before work begins. A circuit is **isolated** when it is switched off at the mains and physically separated from the supply, so that it cannot be switched back on by accident.

2 Rule. No person may open a meter panel unless a licensed electrician is present.

3 Locking. After isolation, fit your personal lock to the isolator (the switch that separates the circuit) and keep the only key on your person.

4 Your rights. Every worker is entitled to stop work and ask a supervisor if any step of this procedure cannot be followed safely.

Version 2.1 — September 2026. Supersedes Version 1.8.

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

Question 4

According to section 1, a circuit is “isolated” when it is

- A. watched by a licensed electrician
- B. fitted with the worker’s personal lock
- C. approved for work by a supervisor
- D. switched off at the mains and physically separated from the supply, so it cannot be switched back on by accident

Question 5

According to section 2, when may a person open a meter panel?

- A. Only when a licensed electrician is present
- B. At any time, as long as the person fits a personal lock first
- C. Only after a supervisor has stopped work for the day
- D. Never — meter panels may be opened by the supervisor only

Stimulus for Question 6 — Wattle Range Insurance: letter to a policyholder (extract). Dear Ms Fraser, we have accepted your home-contents claim. The repairer’s quote for the damaged items is \$1,240.00.

Your policy excess of \$350.00 applies to this claim. The excess is the first part of a claim that the policyholder pays; it is deducted from our payment.

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

Question 6

If the claim is paid in full, how much will Wattle Range Insurance pay Ms Fraser? Give your answer correct to 2 decimal places.

- A. \$1,590.00
- B. \$1,240.00
- C. \$890.00
- D. \$350.00

Stimulus for Question 7 — Torrens Automotive: monthly workshop report (extract). To: Della Marsh, Manager

From: Evan Sokol, Workshop Supervisor

Date: 5 November 2026

Findings

- 2.1 Three of the four hoists (the lifts that raise vehicles) passed the November load test.
- 2.2 Hoist 2 leaked oil during its test and was tagged out of service.
- 2.3 The tag-out record for hoist 2 was started two days late.

Recommendations

- 3.1 Book hoist 2 for a seal replacement by Friday 20 November 2026.
- 3.2 Remind all staff at the Monday meeting that tags are fitted and recorded on the day.

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

Question 7

Which line is a recommendation?

- A. “Three of the four hoists passed the November load test.”
- B. “Book hoist 2 for a seal replacement by Friday 20 November 2026.”
- C. “Hoist 2 leaked oil during its test.”
- D. “The tag-out record for hoist 2 was started two days late.”

Stimulus for Questions 8–9 — promotional flyer. RIDGEWAY OUTDOOR CENTRE — FAMILY CAMP WEEKEND

Saturday 6 and Sunday 7 February 2027

Activities from 9.00 am · campfire on Saturday night

\$85.00 per adult · children under 12 half price

Concession: 20% off with a valid concession card

Book by Friday 22 January 2027 — phone (03) 5550 7200

A \$40.00 deposit per booking is not refunded if you cancel within 7 days of the camp. Activities may be cancelled in severe weather; any cancelled activity is refunded in full.

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

Ruth has booked a place at the camp. What does the fine print tell her?

- A. The camp never runs in bad weather
- B. Her deposit is refunded whenever she cancels
- C. She must pay the full fee when she books
- D. If she cancels less than 7 days before the camp, she loses her \$40.00 deposit

Question 9

Ruth holds a valid concession card. What is the concession price for one adult, correct to 2 decimal places?

- A. \$68.00
- B. \$17.00
- C. \$85.00
- D. \$102.00

Stimulus for Question 10 — Bellwater Public Library: study room notice. Study rooms must be booked at the front desk. A member may use a room for up to two hours per day. Drinks should be kept in a sealed container.

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

Question 10

Which statement is a requirement — something every user of a study room has to do?

- A. A member may use a room for up to two hours per day.
- B. Drinks must be kept in a sealed container.
- C. Study rooms must be booked at the front desk.
- D. The front desk should keep a list of all bookings.

Stimulus for Question 11 — Text A: notice on the clubroom door. Winter training change

From Tuesday 12 May 2026, all junior training moves to 5.30 pm.
Meet at the oval nets. Bring a water bottle.

Stimulus for Question 11 — Text B: post in the club's group chat. Hi everyone! Big news about winter training — as the evenings get colder and darker, we've had a good think about the timing, and after a chat with the coaches we reckon the juniors will be much better off training a bit later. So from the second week of May, training will be at 5.30 instead of 4.45. Same place as always (you know where!), and don't forget drink bottles — even in winter!

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

Question 11

Which text delivers the change more effectively for a parent reading the clubroom door once, in a hurry?

- A. Text A, because a shorter text is always the more effective text
- B. Text A, because its heading names the change and the exact date, time and place sit on separate lines that can be scanned in seconds, while Text B buries the same facts in friendly chat and gives only “the second week of May”
- C. Text B, because it explains why the change was made, and reasons make a notice effective
- D. Text B, because its warm tone shows the parents that the club cares

Stimulus for Questions 12–13 — transcript: volunteer briefing at Elmwood Neighbourhood House. *A transcript shows speech in writing; delivery cues appear in square brackets.* DENIZ: Thanks for coming in on a wet morning. [warm tone, smiling] Two jobs today — the fete stall list and the raffle books. [holds up two fingers] The raffle draw happens at four o’clock sharp. [her voice falls on ‘sharp’]
OSCAR: Is the fete on even if it rains?
DENIZ: So you’re asking whether we still run the stall in the rain — is that right? [nods at Oscar] Yes — the stall has a roof.

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

Question 12

Which element of oral communication does the cue “[her voice falls on ‘sharp’]” show?

- A. Pace
- B. Body language
- C. Tone
- D. Intonation

Question 13

Deniz’s question — “So you’re asking whether we still run the stall in the rain — is that right?” — is which kind of question?

- A. Closed
- B. Open
- C. Clarifying
- D. Probing

Stimulus for Question 14 — Figtree Café: line from a draft counter sign. Customers who have not paid for their order cannot take food outside.

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

Question 14

The sentence has no commas around “who have not paid for their order”. What does it tell the reader?

- A. Only customers who have not paid are stopped from taking food outside — customers whose orders are paid may take food outside
- B. No customer may take food outside
- C. Every customer has not paid for their order
- D. Food may not be taken outside, but drinks may

Stimulus for Question 15 — Bellwater Property Rentals: letter to a tenant (extract). Your rent will increase from \$390.00 to \$410.00 per week. Your tenancy agreement entitles you to at least 60 days’ written notice of any increase, and this letter is that notice. It is dated 5 January 2027. The new rent applies from 20 March 2027.

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

Question 15

Does the letter meet the notice requirement in the tenancy agreement?

- A. No — an increase may not be more than \$20.00 per week
- B. No — the notice must also be sent by email
- C. No — 60 days from 5 January 2027 ends after 20 March 2027
- D. Yes — the tenant receives written notice 74 days before the new rent starts, which is more than the 60 required

End of Section A

Section B — Short-answer questions

Answer every question in the space provided. One ruled line is provided for each mark.

Question 16 (2 marks)

Stimulus for Question 16 — Rivergum Institute Student Handbook 2027 (extracts). *Contents page:*

1 Welcome and opening hours ... 2
2 Library and study spaces ... 5
3 Computer labs and printing ... 8
4 Student services and fees help ... 14
Index ... 31

Index (extract):

labs: booking ... 9; network access ... 8–9
printing costs ... 11
refunds, *see* student services
student services ... 14–16

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

Nina is a new student at Rivergum Institute. She is using the handbook extracts above.

- a.** Nina wants the exact page where printing costs are discussed. State that page, and name the tool — the contents page or the index — that gives it. 1 mark

- b.** The index entry says “refunds, *see* student services”. State what Nina should do to find information about refunds. 1 mark

Question 17 (3 marks)

Stimulus for Question 17 — Glover Street Cycles: weekend hire terms (extract). Hire runs from 9.00 am Saturday to 5.00 pm Sunday. The hire fee is \$45.00 per bicycle, paid when the bicycle is collected. A \$100.00 bond is held on your card and released within 3 business days of the bicycle’s return. A bicycle returned after 5.00 pm Sunday is charged for a second day. Helmets must be worn at all times. Any damage must be reported before the bicycle is returned.

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

Felix hires a bicycle for the weekend.

- a.** List three things this text requires of Felix. One requirement per line. 3 marks

Question 18 (2 marks)

Stimulus for Question 18 — Riverway Freight: note on the dispatch board. The second-wave list goes up at 2.00 pm each day. “Second wave” means the afternoon deliveries that leave after the first trucks return. Drivers on the second wave must phone the dock boss about any delay.

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 what “second wave” means at Riverway Freight. 1 mark

b. Name the word in the note that told you a definition was coming. 1 mark

Question 19 (3 marks)

Stimulus for Question 19 — Text A: sign at the entrance to Bellwater Community Health. Change to clinic hours

From Monday 9 November 2026, the walk-in clinic opens:

Mon–Fri: 9.00 am – 4.00 pm (was 9.00 am – 5.00 pm)

Sat: 9.00 am – 12.00 pm (no change)

Questions? Phone 5550 2266.

Stimulus for Question 19 — Text B: item in the centre’s newsletter. News from all of us at Bellwater Community Health! As the warmer months arrive, our walk-in clinic is making a small change — from the second Monday in November we will close at four o’clock on weekday afternoons instead of five, so please plan to come in a little earlier. Saturdays stay just as they are, and we look forward to seeing you there!

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

A patient arrives at the centre and reads these two texts.

a. State the purpose the two texts share. 1 mark

b. Judge which text delivers the change more effectively for a patient reading in a hurry. Give one reason with evidence from both texts. 2 marks

Question 20 (4 marks)

Stimulus for Question 20 — transcript: morning briefing at Redgum Fencing. *A transcript shows speech in writing; delivery cues appear in square brackets.* GUS (foreman): Two changes this week. [stands facing the crew, hands free] The school job moves to Thursday, and every truck gets a new first-aid kit. [slows down on both changes]
FRANKIE: Do we collect the kits from the shed?
GUS: Yes — from the shelf by the door. [flat tone, eyes on his clipboard, shoulders turned away from the crew]

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

- a.** Identify two elements of oral communication shown by the delivery cues, and quote the cue for each. 2 marks

- b.** Choose one cue from Gus's last line. Explain its effect on the crew. 2 marks

Topic 1 Test — Answers

The multiple-choice key is given first. Short-answer entries give the must-includes — the content your answer has to contain. Full models for every question, and the reasoning for every multiple-choice option, are in the Fully-worked solutions.

Section A key. 1 B · 2 C · 3 A · 4 D · 5 A · 6 C · 7 B · 8 D · 9 A · 10 C · 11 B · 12 D · 13 C · 14 A · 15 D

Q16. *Locate + state (2).* **a.** page 11, using the index — the entry “printing costs ... 11”; **b.** turn to the student services entry (pages 14–16) and look for refunds there — “see student services” sends the reader to that entry, because refunds is not listed under its own name.

Q17. *List (3).* Any three requirements, one per line: wear a helmet at all times; report any damage before returning the bicycle; return the bicycle by 5.00 pm Sunday, or be charged for a second day; pay the \$45.00 hire fee when the bicycle is collected; provide a card for the \$100.00 bond.

Q18. *State + identify (2).* **a.** the afternoon deliveries that leave after the first trucks return; **b.** “means” — the definition marker.

Q19. *State (1) + evaluate (2).* **a.** both texts tell patients that the walk-in clinic’s weekday hours change from Monday 9 November 2026 — closing at 4.00 pm instead of 5.00 pm; **b.** a judgement (Text A) plus one reason with evidence from both texts. See the fully-worked solutions for the model.

Q20. *Identify (2) + explain (2).* **a.** any two cues, each named with the right element (body language; pace; tone; eye contact); **b.** one cue from Gus’s last line plus its effect on the crew. See the fully-worked solutions for the model.

Topic 1 Test — Fully-worked solutions

Command terms in this test: **choose** — pick the correct response; **state** — give briefly, without elaboration; **identify** — name or point at directly; **list** — give items one by one; **locate** — find the exact place; **explain** — make the reason clear (how or why); **judge** — make a decision and give reasons for it; **evaluate** — make a judgement supported by named evidence.

Section A — multiple choice. Every explanation gives the reason the key is right and the reason each distractor fails.

Q1. B — result 2. It is marked *Sponsored*: PetRegister Direct paid for the spot, so it sits in the list as an advertisement, not because the search engine judged it the best match (Section 1A). *Why the others fail:* **A** — result 1 involves a fee, but that is the fee for the registration service, not payment for the listing; the result carries no *Sponsored* or *Ad* label. **C** — a blog may carry advertising, but nothing in the list marks result 3 as a paid spot. **D** — false: search engines sell sponsored positions, so a results list can mix paid spots with genuine matches.

Q2. C — result 1. The council is the body responsible for dog registration — it sets the forms, the fees and the renewal dates — and the .gov.au address is a clue to a government publisher. Bea can still confirm the page belongs to the shire before she trusts it: the ending is a clue, not a guarantee (Section 1A). *Why the others fail:* **A** — result 2 is a paid advertisement for a private service; “skip the council queue” is advertising language, and the service may add its own charge on top of the council fee. **B** — result 3 is one person’s opinion, with a headline written to attract clicks; the writer is not the responsible body, and the claims may be out of date or wrong. **D** — the order of a results list reflects matching and paid spots, not reliability.

Q3. A. The last line states what pass holders may do: they “may switch to indoor sessions at no extra cost until the outdoor pool reopens” — so they can keep swimming indoors without paying more during the closure (Section 1C). *Why the others fail:* **B** — the opposite of the notice: the switch is at no extra cost, so no new pass is needed. **C** — contradicted by the “however” line: the indoor pool and the gym stay open as usual. **D** — the notice offers a switch, not a refund; nothing promises money back.

Q4. D. Section 1 defines the term: a circuit is isolated when it is “switched off at the mains and physically separated from the supply, so that it cannot be switched back on by accident” (Section 1D). *Why the others fail:* **A** — confuses the panel-opening rule in section 2 with the definition in section 1. **B** — the personal lock in section 3 is fitted after isolation; a lock is not the meaning of the defined term. **C** — the definition never mentions a supervisor’s approval.

Q5. A. Section 2 says no person may open a meter panel *unless* a licensed electrician is present — the unless-clause gives the single exception, so opening is allowed only with a licensed electrician there (Section 1D). *Why the others fail:* **B** — the locking rule in section 3 applies after isolation; a lock never replaces the electrician requirement. **C** — the right to stop work in section 4 belongs to the worker; it is not permission to open a panel. **D** — too absolute: the rule allows opening when the exception is met.

Q6. C — \$890.00. The excess is the first part of the claim that the policyholder pays, and it is deducted from the insurer's payment: $\$1,240.00 - \$350.00 = \$890.00$, correct to 2 decimal places (Sections 2A and 3A). *Why the others fail:* **A** — $\$1,590.00$ adds the excess instead of deducting it. **B** — $\$1,240.00$ is the full quote and ignores the excess. **D** — $\$350.00$ is the excess itself: the part Ms Fraser pays, not the part the insurer pays.

Q7. B. A recommendation states an action the writers think should be taken: “Book hoist 2 for a seal replacement by Friday 20 November 2026” tells the manager what to do next (Section 2A). *Why the others fail:* **A**, **C** and **D** are all findings — each reports what the November test showed (a result, a leak, a late record) rather than what should happen next.

Q8. D. The fine print puts a condition on the deposit: it “is not refunded if you cancel within 7 days of the camp”, so Ruth loses the \$40.00 if she cancels inside that window (Section 2B). *Why the others fail:* **A** — the fine print says activities *may* be cancelled in severe weather: a possibility, not “never runs”. **B** — the opposite of the condition: inside the 7-day window the deposit is not refunded. **C** — the deposit is \$40.00 per booking; nothing in the flyer demands the full fee at booking.

Q9. A — \$68.00. The concession is 20% off the adult price: 20% of \$85.00 is \$17.00, and $\$85.00 - \$17.00 = \$68.00$, correct to 2 decimal places (Section 2B). *Why the others fail:* **B** — \$17.00 is the discount, not the final price. **C** — \$85.00 is the full adult price with no concession applied. **D** — \$102.00 adds 20% instead of taking it off.

Q10. C. “Must” marks a requirement: booking at the front desk is something every user has to do (Section 2C). *Why the others fail:* **A** — “may” gives permission; the two-hour limit is the member's choice, not a duty. **B** — upgrades a recommendation into a requirement: the notice says drinks *should* be sealed, which is advice, not a must. **D** — invents a duty for the front desk that the notice never states.

Q11. B. For this reader — a parent at the door, once, in a hurry — Text A passes the find and use tests: the heading names the change, and the exact date, time and place sit on separate lines that can be scanned in seconds. Text B carries the same facts inside one friendly paragraph and gives only “the second week of May”, so the parent must work out the date and dig the time out of the chat (Section 2D). *Why the others fail:* **A** — length alone decides nothing; Text A wins on its scannable structure and exact detail, not simply on being short. **C** — Text B's reasons are friendly but do not help a hurried parent find the date, time and place; explaining the why buries the what. **D** — tone is not delivery: a warm text that hides the key facts is the less effective text for this reader.

Q12. D — intonation. Intonation is the rise and fall of the voice across words; the cue “[her voice falls on ‘sharp’]” describes exactly that movement, and the fall marks the time as certain and final (Section 3B). *Why the others fail:* **A** — pace is how fast or slow a person speaks; the cue says nothing about speed. **B** — body language is what the body does; a voice cue is not body language. **C** — tone is the overall feeling the voice carries (warm, flat, firm); a fall on one word is a movement of pitch, which is the classic tone-versus-intonation trap.

Q13. C — clarifying. Deniz puts Oscar's question into her own words and checks that she understood it — “So you're asking ... is that right?” — which is what a clarifying question does, even though it ends in a yes/no phrase (Section 3C). *Why the others fail:* **A** — a closed question collects a new fact in one word; Deniz is not collecting a fact, she is checking her understanding of Oscar's. **B** — an open question invites explanation and cannot be answered yes/no; this question invites only a confirmation. **D** — a probing question digs for the evidence or example behind a claim; nothing here asks for evidence.

Q14. A. With no commas, “who have not paid for their order” picks out one group: the sentence stops only the customers whose orders are unpaid, so customers whose orders are paid may take food outside (Section 3D). *Why the others fail:* **B** — that reading would bar everyone; the who-clause narrows “customers” to the unpaid ones. **C** — commas around the clause would suggest every customer has not paid; the commas are absent, so the sentence states no fact about all customers. **D** — drinks are never mentioned; nothing in the sentence creates that exception.

Q15. D. From 5 January 2027 to 20 March 2027 is 74 days — 26 remaining days of January, 28 days of February and 20 days of March — so the tenant receives written notice more than 60 days before the new rent starts, and the agreement’s requirement is met (Section 3A). *Why the others fail:* **A** — the agreement sets a notice period, not a limit on the size of an increase; nothing caps the rise at \$20.00. **B** — the agreement requires written notice, and a letter is writing; there is no email requirement. **C** — reverses the dates: 60 days from 5 January 2027 ends on 6 March 2027, which is before 20 March, not after it.

Section B — short answer. Every model carries its word count; marker’s notes and common errors follow each model.

Q16. Command terms: *locate* = find the exact place; *state* = give briefly.

a. Nina should turn to page 11. The tool is the index: the entry “printing costs ... 11” gives the exact page where the term is discussed, while the contents line (“3 Computer labs and printing ... 8”) gives only the page where that whole section begins.

b. “Refunds, *see* student services” is a cross-reference: refunds is not listed under its own name, so Nina turns to the student services entry — the index extract shows pages 14–16 — and looks for refunds there.

(Model response: 84 words)

Marker’s note: Part a needs both the page and the tool for the mark. Part b needs the move — go to the student services entry or section — not simply a copy of the cross-reference.

Common errors: Answering “page 8, from the contents” in part a: the contents page gives starting pages, and the index gives exact pages — which is the difference this item tests.

Q17. Command term: *list* = give items one by one.

Three requirements, one per line: wear a helmet at all times; report any damage before returning the bicycle; return the bicycle by 5.00 pm Sunday, or be charged for a second day.

(Model response: 32 words)

Marker’s note: Each line must be something the terms require Felix to do or provide. The other two creditable requirements are paying the \$45.00 fee when the bicycle is collected and providing a card for the \$100.00 bond.

Common errors: Listing facts about the hire — the weekend it runs, the bond’s return time — instead of requirements on Felix; or giving one requirement three ways to claim three marks.

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

a. At Riverway Freight, “second wave” means the afternoon deliveries that leave after the first trucks return.

b. The word “means” — the definition marker that tells the reader a definition is coming.

(Model response: 33 words)

Marker’s note: Part a must give the note’s definition in substance — afternoon deliveries, after the first trucks return. A house word’s meaning is set by the group that uses it, so an everyday guess at “wave” scores nothing.

Other fully creditable answers. Part b: quoting the full marker phrase — ““Second wave’ means ...” — also earns the mark.

Q19. *Command terms: state = give briefly; evaluate = make a judgement supported by named evidence.*

a. Both texts tell patients that the walk-in clinic's weekday hours change: from Monday 9 November 2026, the clinic closes at 4.00 pm on weekdays instead of 5.00 pm.

b. For a patient reading in a hurry, Text A delivers the change more effectively. Its heading names the change, and the exact date and both times sit on labelled lines, so the reader can scan the facts and act in seconds. Text B carries the same facts inside one friendly paragraph, and it says only "from the second Monday in November", so the reader must work out that this is 9 November and find the new time inside the prose.

(Model response: 110 words)

Marker's note: Part b earns one mark for the judgement and one for a reason that uses evidence from both texts; a reason quoting only one text caps the student at one of the two marks.

Common errors: Judging on warmth or length — "Text B is friendlier" — instead of on find, understand and use for the named reader.

Q20. *Command terms: identify = name or point at; explain = make the reason clear.*

a. Two elements, each with its cue: body language — Gus "stands facing the crew, hands free" as he opens; and pace — he "slows down on both changes", which marks each change as important.

b. In his last line Gus answers in a "flat tone" with his "eyes on his clipboard" and his "shoulders turned away from the crew". The delivery contradicts the helpful words, so the crew may feel the answer rushes them off, that questions are not welcome, and may think twice before asking Gus anything else — when words and delivery clash, listeners believe the delivery.

(Model response: 100 words)

Marker's note: Part a needs the element named as well as the cue quoted; two cues from the same element earn one mark only. Part b needs one cue plus an effect on the crew — the effect on listeners, never a verdict on Gus's character.

Common errors: Quoting cues with no element named; writing "Gus is rude" instead of describing the delivery and its effect; or crediting other creditable pairs without the element labels — tone ("flat tone"), eye contact ("eyes on his clipboard") and body language ("shoulders turned away") all work when named.