

Vocational Major Literacy Units 3 & 4

Chapter 4 — Purpose, audience and structure of organisational, informational and procedural texts

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Chapter 4 Purpose, audience and structure of organisational, informational and procedural texts — 4A Purpose and intended audience of the text

Theory

What this section covers. The first three chapters of this book taught you to find texts, to move around inside them, and to work out what they mean. This chapter turns those skills around: it looks at how organisational, informational and procedural texts *work* — and, in Chapter 5, it has you write texts of your own. The Unit 3 study design says that by the end of Unit 3 you must be able to create texts — organisational, informational and procedural ones — that reflect a particular workplace or vocational experience (the study design’s Unit 3, Outcome 2).

You cannot create a text like that — and you cannot respond well to one — until you can answer two questions about any text in front of you: **what is it trying to do?** and **who was it written for?** Those two questions are this section.

The Unit 3 study design lists what you need to learn: the purpose of a text, and the audience it is intended for.

And it lists what you must be able to do with that knowledge: explain what instructional, procedural and informational texts are for, and who they are intended for.

The important word in that second line is **explain**. Naming a purpose (“to inform”) is a start, but it is not an explanation. An explanation points at the evidence in the text — the clues that show what the text is doing and who it was written for — and links that evidence to your answer. This section teaches you to find those clues and to use them.

Purpose and audience are the base of everything else in this chapter. The next section looks at structure and language; the section after that looks at the characteristics of these text families. Keep the two questions from this section in mind in both.

One rule before we start. Every document printed in this section was written for this book. The organisations, people, numbers and rules inside them are invented. Nothing in this section is a real organisational, government or business document, and nothing here is real advice.

Working definitions. The study design uses the words “purpose”, “intended audience” and “instructional”, but it does not define them. This book therefore treats *purpose* as the job a text does — what the writer wants the text to achieve in the reader; *intended audience* as the group of people the writer had in mind while writing; and *instructional texts* as texts that give directions or rules — what the reader must do or must not do. Every question in this section can be answered on these definitions alone.

The text families in this chapter

Chapter 2 of this book defined the three kinds of text this chapter works with:

- an **informational** text gives you facts and details you can check and use — a course information sheet, an opening-hours notice;
- an **organisational** text comes from an organisation, or helps you deal with one — a staff memo, a booking slip, a membership notice;
- a **procedural** text shows how to do something, step by step — a start-up card for a machine, a how-to page.

The study design’s key-skill line adds a fourth word: **instructional**. An instructional text tells the reader the directions or rules to follow — what must be done, or must not be done. A safety card that says “no gloves near the spinning wheel” is instructional. A start-up procedure that says “do step 1, then step 2” is procedural. The two often live in one document, and most questions in this section accept either label where both fit.

Purpose: what a text is trying to do

The **purpose** of a text is the job it does — what the writer wants it to achieve in the reader. Chapter 1 of this book separated purpose from **topic**: the topic is what the text is about; the purpose is what the text is trying to do. That difference matters more than ever in this chapter, because almost every question here asks about purpose.

Watch out. “The card is about the pedestal grinder” is a topic answer. It earns no mark in a purpose question. A purpose needs a doing verb: “The card *tells a trained worker how to start the grinder safely.*”

Purpose answers start with a purpose verb. Here are the verbs that do most of the work in organisational, informational and procedural texts:

Purpose verb	What the writer wants the text to do	Example text
inform	give facts and details the reader can use	a course information sheet
instruct	show the reader how to do something, step by step	a machine start-up card
direct	tell the reader a rule they must follow	a staff notice: “covered shoes must be worn”
advise	tell the reader what an expert says they should do	a letter from an accountant
warn	make the reader aware of a danger	a safety sign beside a machine
record	put something in writing so it can be checked later	a signed hire agreement
persuade	get the reader to do, buy or support something	a flyer for an open day
welcome	help a new person settle in	a first-month sheet for new staff

Most real texts do more than one job. The new-staff sheet in Example 2 welcomes *and* informs. When a text has two jobs, find the **main purpose** — the job the text would still be doing if everything else were cut — and mention the second job only if the marks invite it.

Watch out. Do not confuse the text’s purpose with your own reason for reading it. The purpose belongs to the writer: what did *they* want the text to achieve?

Intended audience: who the text was written for

The **intended audience** is the group of people the writer had in mind while writing. It is not “whoever ends up reading it”.

Watch out. “Everyone” is almost never the right answer. Even a council web page is written for a group — the people who hold its rates accounts, or the families of its town. Name the group.

Three differences will come up again and again in this section:

- **Intended readers vs actual readers.** A depot notice may be *intended* for the overnight crew, but every worker who passes the noticeboard *actually* reads it. Questions here ask for the intended audience unless they say otherwise.
- **Primary vs secondary audience.** The **primary audience** is the group the text must work for. A **secondary audience** is another group that may read it and get something from it. An information sheet for host employers (Question 13) is written for businesses — but students read it too.
- **Narrow vs broad audience.** “Workers signed off on grinder #4” is a narrow audience. “Ratepayers of a city” is a broad one. A narrow audience changes the text: the writer can use the group’s own words and skip explanations.

When writers plan a text, they build an **audience profile** — a short list of answers to questions like these:

1. Who exactly is this text for? (a group, not names)
2. What do they already know, and what is new to them?
3. What must they be able to do after reading?
4. Where and when will they read it — at a desk, on a phone, or standing at a machine?
5. What might get in the way — unfamiliar words, no time, or English not their first language?

As a reader, you run the same list in reverse: every answer the text gives you is a clue about the audience the writer had in mind.

Clues: where purpose and audience show

Chapter 2 of this book showed how a text's features signal who it is for. This section turns those signals into evidence you can quote. When you hunt for clues, check these seven places:

- **the title and first line** — “How to book ...” announces an instructing purpose; “Notice to members” announces the audience;
- **who the text is addressed to** — To:, Dear..., “all staff”, “volunteers”, “parents and carers”;
- **words that let people in or leave them out** — the group's own jargon (jargon = the special words of one group), “your account”, “trained workers only”, age rules, membership rules;
- **the kind of text** — a procedure instructs; a form collects and records; a notice directs or informs;
- **word choice and tone** — “Come in and see the new ovens!” speaks to customers; “Check the new roster before Saturday” speaks to staff;
- **where the text appears** — a card above a machine is for the people at that machine; a sign in a shop window is for passers-by; a staff noticeboard is for workers;
- **contact details** — “see your team leader” is internal; a public phone number with opening hours is external.

Chapter 1 of this book used the clue hunt: **who is let in, and who is left out?** That question is the sharpest tool in this section. A text that says “only workers who have completed grinder training may use this machine” lets trained workers in and leaves everyone else out — in one line, it names the audience.

Strategy. The two-question test. After reading any text, ask: (1) What has this text changed for the reader — what do they now know, or now do? That is the purpose. (2) Who is the one person this text would work perfectly for? That is the audience. Answer both in one sentence each, and you have the core of any purpose-and-audience response.

Strategy. The cover test. Cover everything except the title and the first line, and predict the purpose and the audience. Then uncover and check. Predicting first trains you to see the clues instead of sliding past them.

Explaining: the three-part answer

The study design's skill line says **explain**. In this section, a full explanation has three parts:

1. **Claim** — name the purpose with a purpose verb, or name the audience as a group.
2. **Evidence** — quote or name a clue from the text.
3. **Link** — say how the clue shows the purpose or the audience: “This shows the text was written for ... because ...”.

Sentence frames you can use in the scaffolded questions — and that still work, in your own words, in every response you write:

- “The purpose of this text is to _____. You can see this in _____, which shows _____.”
- “The intended audience is _____. One clue is the line ‘_____’, which tells you the writer expected readers to _____.”
- “The word ‘_____’ lets _____ in and leaves _____ out.”

Watch out. A quoted clue with no link earns no explain mark — quoting is not explaining. A link with no evidence from the text is a guess. An explanation needs both, connected.

The writer's side: purpose and audience shape the text

This chapter's outcome has you *create* texts, so you will meet purpose and audience from the writer's side too. A writer decides the purpose and the audience first; every other choice follows. The table shows how tightly they control the text:

If the purpose is ... and the audience is ...

then the text needs ...

instruct · workers new to a machine

numbered steps in order, short sentences, the safety



If the purpose is ... and the audience is ...	then the text needs ...
inform · the public about a service change	warning first, the card posted at the machine the change up front, the date, who is affected, a contact number
direct · all staff about a rule	the rule in bold, who it applies to, the start date, who to ask
welcome · a new team member	a friendly tone, what happens first, the names of people who can help

And the sharpest lesson of all: **change the audience, and the same facts come out as a different text.** A bakery moving three doors down writes one sign for its customers and a completely different memo for its staff (Question 5). Word choice, tone, and even which details appear all follow from the audience. When you write your own texts in Chapter 5, the first two lines of your plan will be the purpose and the audience.

Command terms used in this section

Command term	What it asks you to do
state	give it briefly, without explanation
identify	name it or point it out
explain	make clear how or why — give reasons, with evidence from the text
complete	fill in the blanks in the sentence given
match	pair each item with the right purpose or label
suggest	put forward an idea that fits the situation

Worked examples

Example 1 — scaffolded

Task. A card is posted above the pedestal grinder in the Ironbark Engineering workshop. Read the card below.

- State the purpose of this card. (1 mark)
- Identify its intended audience. (1 mark)

c. Explain how one clue in the card shows who it was written for. (2 marks)

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

Stimulus — Machine start-up card.

Ironbark Engineering — Pedestal grinder #4: start-up procedure

Posted above the machine. Read every step before you start.

- 1 Check the guard is fitted and tight. Do not start the machine if the guard is loose.
- 2 Put on safety glasses. No gloves near the spinning wheel — gloves can be caught and pulled in.
- 3 Stand to the side, switch on, and let the wheel run for 30 seconds before you grind.
- 4 Set the tool rest (the small support beside the wheel) so it sits 3 mm from the wheel.

Who may use this machine: only workers who have completed Ironbark's grinder training and been signed off by R. Alvarez.

Report any fault to the workshop supervisor straight away. Do not use a machine tagged OUT OF SERVICE.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>identify</i> = name; <i>explain</i> = give reasons with evidence. Three parts, 4 marks.	Step 1. Read the task first. The command terms tell you what kind of answer each part wants, and the marks tell you how much to write.
Kind check: the title says “start-up procedure” and the card gives numbered steps to follow. This is a procedural text — and it is instructional too, because it carries rules (“No gloves”).	Step 2. Name the kind of text before anything else. The kind points straight at the purpose: a procedural text instructs.
Plan — purpose: the card’s job is to show a worker the steps for starting grinder #4 safely. Purpose verb: <i>instruct</i> .	Step 3. Purpose is the job the text does, not the topic. “The pedestal grinder” is the topic; “to show how to start it safely” is the purpose.
a. The purpose of the card is to instruct the reader — to show, step by step, how to start the pedestal grinder safely.	Step 4. For <i>state</i> , one clear sentence with a purpose verb is enough.
b. The intended audience is Ironbark Engineering workers who have completed the grinder training and been signed off — not visitors, and not new starters who have not trained yet.	Step 5. Name the audience as a group, and let the card’s own words narrow it. “Everyone in the workshop” would ignore the training rule.
c. The card’s “Who may use this machine” line says only workers who have completed Ironbark’s grinder training and been signed off by R. Alvarez may use the machine. That line lets trained workers in and leaves everyone else out, so the card was written for the small, signed-off group who operate grinder #4.	Step 6. For <i>explain</i> , use the three-part pattern: name the clue, quote it, then link it — say who the clue lets in and who it leaves out.
Check: three parts answered; the purpose uses a doing verb; the audience is a named group; the clue is quoted and linked.	Step 7. Check your answer against the parts and the marks before you move on.

Assembled response. a. The purpose of the card is to instruct the reader — to show, step by step, how to start the pedestal grinder safely. b. The intended audience is Ironbark Engineering workers who have completed the grinder training and been signed off — not visitors, and not new starters who have not trained yet. c. The card’s “Who may use this machine” line says only workers who have completed Ironbark’s grinder training and been signed off by R. Alvarez may use the machine. That line lets trained workers in and leaves everyone else out, so the card was written for the small, signed-off group who operate grinder #4.

(Model response: 106 words)

Example 2 — scaffolded

Task. A new worker at Cedar Grove Garden Centre receives the information sheet below on their first morning.



- a. State the purpose of this sheet. (1 mark)
- b. Identify its intended audience. (1 mark)
- c. Explain how one line of the sheet shows who it was written for. (2 marks)

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

Stimulus — New staff information sheet (extract).

Cedar Grove Garden Centre — Your first month with us

Welcome to the team! This sheet shows you what your first four weeks look like.

Week 1 — Settling in. Meet your team at 8 am on Monday. Your supervisor, Priya Nair, will show you the yard, the glasshouse and the stock room. Read the staff handbook and ask questions any time.

Week 2 — The basics. Learn the register (till) and how we label plants. You will work beside a senior team member for two shifts.

Week 3 — On the floor. Start serving customers, with a senior team member nearby.

Week 4 — Checking in. A short chat with your supervisor about how the month has gone and what you will learn next.

Your pay is fortnightly (every two weeks), on the second Tuesday. Questions about pay? See the office. We are glad you are here.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>identify</i> = name; <i>explain</i> = give reasons with evidence. Three parts, 4 marks.	Step 1. Read the task first — the command terms tell you what each part wants.
Kind check: the sheet comes from an employer and gives a new worker facts they can use. It is informational, and it is organisational — it comes from an organisation.	Step 2. Name the kind. An informational text gives facts and details, so expect an informing purpose.
Plan — purpose: to welcome a new team member and to inform them what the first four weeks will be like. Two jobs: welcome + inform.	Step 3. Most real texts do two jobs. Name the main one, and keep the second if it is really there.
a. The purpose of the sheet is to welcome a new team member and to inform them what their first month at the centre will be like.	Step 4. For <i>state</i> , one sentence with purpose verbs is enough — here two verbs, because the sheet genuinely does two jobs.
b. The intended audience is new staff at Cedar Grove Garden Centre — the worker starting on Monday, not customers.	Step 5. Ask: who is the one person this text would work perfectly for? A customer gets nothing from a week about the register.
c. The line “Your pay is fortnightly [...] on the second Tuesday” shows the sheet was written for workers, because only staff are paid by the centre — a customer or a visitor would never need that line.	Step 6. For <i>explain</i> : quote one clue and link it. The strongest clues are lines that only the intended reader needs.
Check: three parts answered; two purpose verbs; the audience is a group; the clue is quoted and linked.	Step 7. Check your answer against the parts and the marks.

Assembled response. a. The purpose of the sheet is to welcome a new team member and to inform them what their first month at the centre will be like. b. The intended audience is new staff at Cedar Grove Garden Centre — the worker starting on Monday, not customers. c. The line “Your pay is fortnightly [...] on the second Tuesday” shows the sheet was written for workers, because only staff are paid by the centre — a customer or a visitor would never need that line.

(Model response: 82 words)

Example 3 — unscaffolded

Task. Fernhill City Council publishes the web page below.

- a. State the purpose of the page. (1 mark)
- b. Identify its intended audience. (1 mark)
- c. Explain how two clues on the page show who it was written for. (2 marks)

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

Stimulus — Council web page (extract).

Fernhill City Council — How to book a hard-waste collection

Hard waste is anything too big for your bin: old furniture, whitegoods (large machines such as fridges and washing machines), and garden branches tied in bundles no longer than 1 m.

Each ratepayer account — the council account attached to a property — includes four free collections a year.

To book:

- 1 Sign in to your ratepayer account on the council website.
 - 2 Choose “Book a hard-waste collection” and enter your address.
 - 3 Pick a collection week, and put your items on the nature strip (the grass between the footpath and the road) by 6 am on your collection day.
- Bookings close at 5 pm on the Friday before your collection week.
Need help? Phone the council on (03) 5550 8800, Monday to Friday, 9 am to 4 pm.

Model response.

- a. The purpose of the page is to instruct the reader — to show, step by step, how to book a hard-waste collection.
- b. The intended audience is Fernhill ratepayers: the people who hold a council account for a property and need a collection booked.
- c. The title “How to book” and the three numbered steps show the page was written for people who are about to make a booking — it tells them what to do, rather than explaining hard waste in general. And step 1 says “Sign in to your ratepayer account”, which shows the writer expected readers to already hold a council account; someone without one could not follow the page at all.

(Model response: 114 words)

Takeaway: a how-to page quietly assumes its reader. “Your account” tells you who the writer had in mind — people who already belong to the system the page runs on.

Example 4 — unscaffolded

Task. Riverway Freight posts the draft notice below on the staff noticeboard at its depot.

- a. Identify the intended audience of the notice. (1 mark)

- b.** Explain why the notice may not work for part of that audience, and suggest one change that would fix it. (3 marks)

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

Stimulus — Draft depot notice.

Riverway Freight — Depot notice

The yard lights will be switched off overnight on Friday 11 September 2026 while an electrician upgrades the switchboard.

The yard is closed to all staff from 11 pm Friday until 6 am Saturday.

Crews on the overnight run: park your trailer in the front row and collect your keys from the dispatch desk before 11 pm. Loading will run from the covered bay.

Questions? See the depot manager.

Model response.

a. The intended audience is staff at the Riverway Freight depot — above all the crews on the overnight run, who are the only staff who must do something.

b. The notice may not work for its main audience because the top speaks to “all staff”, and nothing tells the overnight crews that the middle paragraph is for them. A driver skimming the board could read “the yard is closed” and walk off, missing the trailer and keys steps that must happen before 11 pm. At the same time, day-shift and office staff — who need take no action — may stop and worry about a closure that does not touch their shift. One change would fix both problems: put the audience in the title — “Overnight-run crews: read before Friday 11 September” — so the right readers stop, and everyone else knows the notice is not asking them for anything.

(Model response: 146 words)

Takeaway: a notice only works if the right readers know it is for them. When you write one, put the audience where no reader can miss it — in the title or the first line.

Practice questions

Scaffolded

Question 1 (3 marks)

Read the notice below.

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

Stimulus — Notice to members (extract).

Harbourview Aquatic Centre — Notice to members: new opening hours

From Monday 2 November 2026, the centre’s opening hours will change.

Weekdays: 5:30 am – 8:00 pm (was 6:00 am – 8:00 pm).

Weekends and public holidays: 8:00 am – 4:00 pm (no change).

Lanes 1–4 are reserved for squad training (coached practice swims) every weekday until 7:30 am. Lane swimming for members starts at 7:30 am.

Your membership card and your direct-debit payments (automatic payments from your bank account) are not affected by this change.

Questions? See the duty manager at the front desk.

a. State the purpose of this notice. (1 mark)

b. Identify its intended audience. (1 mark)

c. Complete the sentence below. (1 mark)

One clue that the notice was written for members is the line “_____”, which shows _____.

Question 2 (4 marks)

Match each text (1–4) with its main purpose (A–D).

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

1. A card titled “Closing-up duties”, taped beside a shop’s register, with numbered steps and a tick box beside each step.
2. A two-page document, “Hire conditions for the Ellison Grove meeting room”, with numbered rules and a signature line at the end.
3. A notice from a bakery manager to all staff: “From 1 June, covered shoes must be worn in the food-preparation area.”
4. A one-page sheet from a veterinary clinic listing opening hours, what to bring to an appointment, and the cost of each kind of visit.

A. to record an agreement and the rules both sides must keep B. to give readers facts and details they can check and use C. to tell readers the steps to follow, in order D. to tell workers a rule they must obey

Strategy. For a matching task, do the pair you are surest of first and cross it off — the rest get easier. Ask of each text: what does the writer want the reader to *do* after reading?

Question 3 (3 marks)

Read the quick card below.

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

Stimulus — Workshop quick card (extract).

Brightwire Electrical — Isolating a circuit: quick card

To isolate a circuit means to separate it from its power supply, so no electricity can reach the work.

This card is for all apprentices and electricians working on Brightwire sites.

- 1 Tell the site supervisor which circuit you are isolating.
- 2 Switch the circuit off at the switchboard.
- 3 Fit your personal DANGER tag to the switch — one tag per person. Your tag, your safety.
- 4 Try to start the equipment. If it does not start, the circuit is proven dead.
- 5 Sign the isolation log (the book that records who isolated which circuit, and when).

a. State the purpose of this card. (1 mark)

b. Complete the sentence below using two words from the word box. There are more words in the box than you need. (2 marks)

Word box: audience · electricians · invoice · policyholder · premium · purpose

The card’s intended _____ is the apprentices and _____ who work on Brightwire sites.

Question 4 (3 marks)

Read the information sheet below.

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

Stimulus — Course information sheet (extract).

Rivergum Institute — Course information sheet: Certificate in Retail Operations

Course length: 12 months, full-time. Next intake (the next group of students to start): February 2027.

Entry: Year 10 or above, or 12 months' work in a shop.

What you study: serving customers, handling stock, handling money, and workplace safety.

Fees: \$1,100 for the full course. A payment plan is available — ask the admissions office (the office that handles applications).

How to apply: apply online on the institute's website, or phone (03) 5550 6600.

Applications for the February 2027 intake close on 30 November 2026.

a. Complete the sentence below. (1 mark)

The purpose of this sheet is to _____ readers about the course and encourage them to apply.

b. Complete the sentence below. (1 mark)

The intended audience is people who are thinking about _____ at Rivergum Institute.

c. Explain how the "Entry" line shows who the sheet was written for. (1 mark)

Question 5 (4 marks)

Harbour Street Bakery is moving three doors down the street. Read the two texts below — one for the shop window, one for staff.

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

Stimulus — Two texts about the same news (extracts).

Text 1 — Harbour Street Bakery: sign in the shop window

We're moving!

From Saturday 1 August 2026 you will find us at 42 Harbour Street — three doors down.

Same hours, same friendly faces, same fresh bread every morning.

Come in and see the new ovens!

Text 2 — Harbour Street Bakery: memo to all staff

To: all staff From: M. Chen, Manager Date: 27 July 2026

From Saturday 1 August 2026, all staff will start work at 42 Harbour Street, three doors down from the old shop.

Check the new roster (the table that shows who works when) before Saturday — your start time may change.

The new shop has a new alarm code. S. Doyle will give the code to every staff member at the 6 am meeting on Saturday. Do not share the code.

Questions before Saturday? See M. Chen.

a. Complete the sentence below. (1 mark)

Text 1 aims to _____ customers, while Text 2 aims to _____ staff.

b. Identify the intended audience of each text. (2 marks)

c. Explain why the same news needed two different texts. (1 mark)

Question 6 (4 marks)

Refer to the notice in Question 1 and the start-up card in Example 1. Each sentence below describes one of those texts. State whether the sentence gives the text's **topic** or its **purpose**.

- a. "This notice is about the centre's opening hours." (1 mark)
- b. "This notice tells members what will change from 2 November 2026." (1 mark)
- c. "This card shows a trained worker how to start the pedestal grinder safely." (1 mark)
- d. "This card is about the pedestal grinder." (1 mark)

Strategy. Topic answers contain "is about". Purpose answers contain a doing verb — tells, shows, warns, records. Find the verb and you have found the purpose.

Un scaffolded

Question 7 (2 marks)

Questions 7–9 refer to the information sheet below.

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

Stimulus — Trade account information sheet (extract).

Greenfield Garden Supplies — Trade accounts: information sheet

A trade account lets a registered business buy now and pay later, on 30-day terms (the invoice is paid within 30 days of the sale).

Who can open a trade account: registered businesses in the landscaping, building or garden-care trades. Home gardeners cannot open a trade account.

What you get: trade pricing, one monthly invoice instead of a receipt per visit, and priority delivery slots in spring.

How to apply: complete the application at the trade desk, with your ABN (your business's tax number). Credit is checked before an account opens. Applications are decided within five working days.

Trade desk: phone (03) 5550 7700 or email trade@greenfield.example, Monday to Friday, 7 am to 4 pm.

State the purpose of this sheet. (2 marks)

Question 8 (3 marks)

Refer to the information sheet in Question 7.

Explain how the line "Home gardeners cannot open a trade account" helps to show the sheet's intended audience. (3 marks)

Question 9 (2 marks)

Refer to the information sheet in Question 7.

- a. Identify one detail in the sheet that is included because the audience is businesses rather than home gardeners. (1 mark)
- b. Explain why a version of this sheet written for home gardeners would not need that detail. (1 mark)

Question 10 (3 marks)

Read the procedure card below.

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

Stimulus — Machine procedure card (extract).

Ashgrove Print Works — Printer 2: clearing a paper jam

Posted beside Printer 2. Follow every step in order.

- 1 Press STOP. The light on the panel will flash red.
 - 2 Wait 30 seconds for the rollers to stop. Never reach into a moving printer.
 - 3 Open the side panel and lift the jammed sheets out with both hands. Pull in the direction the paper travels, not against it.
 - 4 Close the panel and press START. The light turns green when the printer is ready.
 - 5 If the light stays red, tag the printer OUT OF ORDER and tell the shift leader.
- Only trained operators clear jams on this machine. Trainees must call a shift leader.

- a. State the purpose of this card. (1 mark)
- b. Identify the two groups of workers the card treats differently. (2 marks)

Question 11 (4 marks)

Read the safety sheet below.

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

Stimulus — Tool safety sheet (extract).

Muddy Boots Community Garden — Tool safety sheet

Garden tools cause cuts, sprains and back injuries. Most injuries in community gardens happen when a tool is used for the wrong job, or when a blade is carried uncovered.

Rules for all volunteers:

- 1 Carry blades covered, point down.
 - 2 Use the right tool for the job — a spade is not a crowbar.
 - 3 Lift with your knees, not your back. Ask for help with heavy pots.
 - 4 Clean tools after use and return them to the shed.
- Report any damage to Marg at the shed on the day.

- a. State the topic of this sheet. (1 mark)
- b. State its main purpose. (1 mark)
- c. Identify its intended audience. (1 mark)
- d. Explain how one feature of the sheet shows who it was written for. (1 mark)

Question 12 (3 marks)

Read the memo below.

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

Stimulus — Internal memo (extract).

Westline Logistics — Internal memo

To: all depot staff From: Site Manager Date: 8 September 2026

Subject: yard traffic change from Monday 14 September 2026

From Monday 14 September, forklifts and trucks will use separate routes in the yard. Forklifts keep the eastern aisle. Trucks enter at the north gate and reverse into the western loading bays only.

The change follows a near miss (an event that almost caused an injury) on 2 September, when a forklift and a truck met in the same aisle. Nobody was hurt.

Pedestrians must keep using the marked walkway — the striped path between the office and the lunchroom. A full map is on the site safety noticeboard. Questions? See your team leader.

- a. Identify the intended audience of this memo. (1 mark)
- b. Only two groups of workers must change how they work on 14 September. Explain why the memo is still sent to *all* depot staff. (2 marks)

Question 13 (3 marks)

Read the information sheet below.

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

Stimulus — Placement information sheet (extract).

Wattle Range Institute — Information sheet for host employers: student work placements

A work placement puts a student in your workplace for a short block, so they can practise the skills from their course. Host employers — the businesses that take a student — make our courses possible.

What we ask of you: a supervised workspace, a task list for the week, and ten minutes at the end of each day for feedback.

What we handle: insurance, the placement agreement, and a visit from your institute contact during the week.

Students: aged 17 and over, studying a Wattle Range course, and have completed the checks your industry requires.

Interested? Phone the placements team on (03) 5550 9900.

- a. Identify the primary audience of this sheet. (1 mark)
- b. Identify a secondary audience, and explain how one part of the sheet shows that the writer had them in mind too. (2 marks)

Question 14 (4 marks)

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

Priya Nair, a supervisor at Cedar Grove Garden Centre, volunteers on weekends at Muddy Boots Community Garden. The garden has asked her to write a one-page instruction sheet, “Turning the compost safely”, for the group’s new volunteers. Priya plans to include the line: “Work in pairs — the heap is heavier than it looks.”

- a. State the purpose of Priya’s sheet. (1 mark)
- b. Identify its intended audience. (1 mark)
- c. Explain how the planned line suits that audience. (2 marks)

Question 15 (4 marks)

A librarian at Bellwater Public Library drafts the notice below. It will go on the library's social-media page and on the front-door noticeboard.

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

Stimulus — Draft notice.

Bellwater Public Library — DRAFT: story time

In accordance with the building upgrade schedule, the weekly story-time session will from now on be held in the community hall beside the library, effective 3 November 2026.

Library users are advised that the hall is entered by way of the laneway entrance.

Enquiries should be directed to the front desk during rostered opening hours.

- a. Identify the intended audience of the notice. (1 mark)
- b. Explain why the draft's wording does not suit that audience. (2 marks)
- c. Suggest one change that would make the notice suit its audience. (1 mark)

Question 16 (4 marks)

Read the instruction sheet below.

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

Stimulus — Instruction sheet (extract).

Ellison Grove Neighbourhood Centre — How to book the community van

The centre's 12-seat van is free for local community groups — for a working bee (a day when volunteers gather to get jobs done), a markets trip, or a sporting fixture (a scheduled game or meet).

To book:

- 1 Check the van calendar on the centre's noticeboard for free days.
- 2 Complete a booking slip at the front desk, or phone (03) 5550 2200 between 9 am and 3 pm, Monday to Friday.
- 3 Book at least one week ahead. Weekend bookings must be made by the Friday before.

Who can drive: a volunteer driver with a current licence who has passed the centre's driver check.

Fuel: return the van with a full tank and keep your fuel receipt — the centre refunds the fuel used on the trip.

- a. Explain the purpose of this sheet. (2 marks)
- b. Explain its intended audience. (2 marks)

Question 17 (4 marks)

The reception team at Coastal Family Medical Centre is planning an information sheet for new patients. Read the plan skeleton below.

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

Stimulus — Plan skeleton.

Coastal Family Medical Centre — plan for a new-patient information sheet

Working title: “Your first visit to Coastal Family Medical Centre”

Intended audience: people who have just enrolled at the centre and have not visited before

Purpose: to tell new patients what to expect and what to bring

Planned sections:

- 1 Before you arrive — what to bring (your Medicare card and a list of your medicines) and how early to come
- 2 At the front desk — checking in, and the private question about your information
- 3 Billing codes for standard consults (appointments), and how the centre claims the Medicare rebate (the money the government pays back)

- a. Identify the planned section that does not suit the intended audience. (1 mark)
- b. Explain why that section does not suit new patients. (2 marks)
- c. Suggest a replacement for section 3 that would suit them. (1 mark)

Question 18 (6 marks)

Read the information sheet below.

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

Stimulus — Learn-to-swim information sheet (extract).

Harbourview Aquatic Centre — Learn-to-swim: information for parents and carers

Our learn-to-swim program runs every Saturday morning during school terms. Classes are grouped by water confidence, not by age alone.

What to bring: swimmers, a towel, and goggles if your child uses them. Long hair tied back or under a cap.

Drop-off and pick-up: arrive ten minutes early for the first lesson so your child’s instructor can meet you. A parent or carer must stay on site for children under eight.

Fees: \$18 per lesson, billed each term. A term runs for ten weeks. Families with a concession card (a government card for low-income families) pay \$12 — bring the card to the front desk.

Missed lessons: let the front desk know before 9 am on the day, and we will add a make-up lesson to your account.

Questions? Phone the centre on (03) 5550 3300, or ask at the front desk.

Write a response that explains the purpose of this sheet and its intended audience. Your response must cover the six points below. One mark is awarded for each point that is supported by the sheet’s own words.

- the purpose, using a purpose verb
- a second job the sheet also does
- the intended audience, named as a group
- two clues from the sheet, each quoted and linked to the audience
- one change you would make if the audience changed to school teachers booking class groups

Write about 150 words.

Answers

Q1. *State (1) + identify (1) + complete (1).* **a.** <to inform members about the centre’s new opening hours (and the early-morning lanes reserved for squad training)>. **b.** <members of Harbourview Aquatic Centre — the people who swim at or visit the centre>. **c.** A completed sentence: clue = <“Notice to members” / the membership-card line / the direct-debit line>, link = <the text speaks to people who belong to the centre, not to the general public>.

Q2. *Match (4).* 1—C; 2—A; 3—D; 4—B.

Q3. *State (1) + complete (2).* **a.** <to instruct apprentices and electricians — to show how to isolate a circuit safely before work>. **b.** ; .

Q4. *Complete (2) + explain (1).* **a.** . **b.** . **c.** Route: the Entry line tells readers , which only matters to <future students deciding whether to apply — not to current students or staff>. See Fully-worked solutions.

Q5. *Complete (1) + identify (2) + explain (1).* **a.** Text 1 aims to ; Text 2 aims to . **b.** Text 1: <the bakery’s customers>; Text 2: . **c.** Route: <the two audiences need different things — customers need where and when, plus reassurance; staff need the roster check, the alarm-code meeting and who to ask>. See Fully-worked solutions.

Q6. *State (4).* **a.** topic; **b.** purpose; **c.** purpose; **d.** topic.

Q7. *State (2).* Route: purpose = <to inform trade businesses about the trade account — what it offers, who can open one, and how to apply — so a business can decide whether to open one>. See Fully-worked solutions.

Q8. *Explain (3).* Route: the line and so ; it also and . See Fully-worked solutions.

Q9. *Identify (1) + explain (1).* **a.** Any one of: ; <30-day terms>; ; . **b.** Route: <home gardeners pay at the till on the day and have no business number, so the detail would mean nothing to them>. See Fully-worked solutions.

Q10. *State (1) + identify (2).* **a.** <to instruct trained operators — to show, step by step, how to clear a paper jam safely>. **b.** <trained operators, who may clear jams>; <trainees, who must call a shift leader>.

Q11. *State (2) + identify (1) + explain (1).* **a.** <tool safety — the safe use of garden tools at the community garden>. **b.** <to direct volunteers — to state the rules they must follow to avoid injury (also creditable: to warn them of the risks)>. **c.** . **d.** Route: any feature + link — <“Rules for all volunteers” names the audience directly> or <“Report any damage to Marg” only works for people who belong to the garden>. See Fully-worked solutions.

Q12. *Identify (1) + explain (2).* **a.** . **b.** Route: any two of ; <after the near miss, the new routes matter to every worker>; . See Fully-worked solutions.

Q13. *Identify (1) + identify/explain (2).* **a.** <host employers — the businesses being asked to take a placement student>. **b.** Secondary audience: + <the “Students:” block is written about them and answers a question a first-time placement student would have>. Any secondary audience with a genuine linked part of the sheet is creditable.

Q14. *State (1) + identify (1) + explain (2).* **a.** <to instruct new volunteers — to show how to turn the compost heap safely>. **b.** <new volunteers at Muddy Boots Community Garden, who have never turned a compost heap>. **c.** Route: + <“work in pairs” is a plain, do-able rule that prevents a strained back on the first attempt>. See Fully-worked solutions.

Q15. *Identify (1) + explain (2) + suggest (1).* **a.** <families with young children who come to story time — the parents and carers who follow the library’s page or pass the noticeboard>. **b.** Route: <stiff office wording (“in accordance with”, “library users are advised”, “enquiries should be directed”) is not the friendly register families expect> + <the news readers need — where, and from when — is buried in long sentences that phone-skimming readers will miss>. See Fully-worked solutions. **c.** <a plain title and first line — e.g. “Story time is moving! From Tuesday 3 November, story time is in the community hall next door — use the laneway entrance”> (any sensible change).

Q16. *Explain (4).* Route: **a.** purpose = + evidence <the title “How to book ...” and the three numbered steps> + link . **b.** audience = + evidence <“free for local community groups”; the volunteer-driver check; the kinds of trip listed> + link . Each explain mark needs claim + evidence + link. See Fully-worked solutions.

Q17. Identify (1) + explain (2) + suggest (1). **a.** <section 3 — billing codes and how the centre claims the rebate>. **b.** Route: <that section serves the centre’s billing staff, not patients> + <new patients need what a visit costs them, when they pay, and how any refund reaches them> + . See Fully-worked solutions. **c.** <a plain money line for patients — e.g. “What a standard visit costs, when you pay it, and how any refund reaches you”> (any sensible replacement).

Q18. Extended response (6). Route: one mark per cover point — ; <second job (reassure)>; <audience as a group (the adults, not the children)>; <clue 1 quoted + linked>; <clue 2 quoted + linked>; . Plan skeleton: claim → quote → link for each point, then the change. See Fully-worked solutions for the model.

Fully-worked solutions

Question 1

State (1): give the purpose briefly. *Identify (1):* name the audience. *Complete (1):* fill both blanks in the sentence.

Model response. a. The purpose of the notice is to inform members about the centre’s new opening hours, including the early-morning lanes reserved for squad training. **b.** The intended audience is members of Harbourview Aquatic Centre — the people who swim at or visit the centre. **c.** One clue that the notice was written for members is the line “Your membership card and your direct-debit payments [...] are not affected”, which shows the writer expected readers to hold a membership and pay by direct debit — questions only a member would have.

(Model response: 87 words)

Common errors: answering part **a** with the topic (“the notice is about opening hours”) — a purpose needs a doing verb; naming “everyone who swims” in part **b** instead of the group the notice actually addresses.

Question 2

Match (4): one line per pair.

Model response. 1—C; 2—A; 3—D; 4—B.

(Model response: 4 words)

Marker’s note: the closing-up card gives the steps to follow, in order (C); the hire conditions record an agreement and the rules both sides must keep (A); the manager’s notice tells workers a rule they must obey (D); the clinic sheet gives facts and details readers can check and use (B).

Question 3

State (1): give the purpose briefly. *Complete (2):* one word per blank, from the box.

Model response. a. The purpose of the card is to instruct apprentices and electricians — to show them how to isolate a circuit safely before any work starts. **b.** The card’s intended *audience* is the apprentices and *electricians* who work on Brightwire sites.

(Model response: 40 words)

Common errors: choosing *purpose* for the first blank — the sentence already says “intended”, and the blank must name the group the card is for. The words *invoice*, *policyholder* and *premium* belong to other document families from earlier chapters.

Question 4

Complete (2): one word per frame. *Explain (1):* link the Entry line to the audience.

Model response. **a.** inform. **b.** enrolling. **c.** The “Entry” line — “Year 10 or above, or 12 months’ work in a shop” — tells readers whether they qualify to apply. Only people who have not yet joined need to check that, so the line shows the sheet was written for future students, not for students already studying or for the institute’s staff.

(Model response: 58 words)

Other fully creditable answers: **b.** “studying” or “training” fits the frame equally well.

Question 5

Complete (1): one verb per text. *Identify (2):* one audience per text. *Explain (1):* give a reason.

Model response. **a.** Text 1 aims to attract customers, while Text 2 aims to direct staff. **b.** Text 1’s intended audience is the bakery’s customers — the people who walk past the shop window. Text 2’s intended audience is all staff of the bakery. **c.** The same news needed two texts because the two audiences need different things: customers need to know where the shop has gone and that nothing else has changed, while staff need the details that keep the move working — the roster check, the alarm-code meeting and who to ask. A detail like the alarm code must never appear in a window sign, and “Come in and see the new ovens!” would waste space in a staff memo.

(Model response: 118 words)

Other fully creditable answers: **a.** inform or welcome for Text 1; instruct or tell for Text 2 — any verb pair that captures attracting customers versus directing staff.

Question 6

State (4): topic or purpose, one per sentence.

Model response. **a.** topic. **b.** purpose. **c.** purpose. **d.** topic.

(Model response: 8 words)

Marker’s note: “is about” names the subject — the topic. “Tells” and “shows” are doing verbs — they name what the text tries to do, which is the purpose.

Question 7

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

Model response. The purpose of the sheet is to inform trade businesses about Greenfield’s trade account: what the account offers, who is allowed to open one, and how to apply. A business that reads the sheet should finish it able to decide whether to open an account — and know exactly what to do next if the answer is yes.

(Model response: 57 words)

Common errors: naming the topic (“the sheet is about trade accounts”); giving one detail (“it explains the ABN”) instead of the job the whole sheet does.

Question 8

Explain (3): give reasons, with evidence — the exclusion plus two linked effects.

Model response. The line “Home gardeners cannot open a trade account” shows the intended audience by leaving people out. First, it narrows the audience: the account is for registered trade businesses — landscaping, building and garden-care firms — and everyone else is refused before they apply. Second, it tells those businesses that the account is a serious arrangement between Greenfield and other businesses, not a discount club for weekend gardeners, which is the tone a trade reader expects. The line also saves time on both sides: a home gardener reading the sheet at the trade desk learns at once that applying would be pointless.

(Model response: 100 words)

Marker’s note: award one mark for identifying the exclusion (who is left out), and two for effects linked to the audience — narrowing it to trade businesses, speaking to them as businesses, or saving readers who cannot qualify from applying.

Question 9

Identify (1): name one business-only detail. *Explain (1):* give a reason.

Model response. a. One detail included because the audience is businesses is the ABN requirement — the application asks for the business’s tax number. **b.** A version written for home gardeners would not need it, because home gardeners have no business number: they pay at the till on the day, so there is no account to open, no invoice and no credit to check.

(Model response: 61 words)

Other fully creditable answers: **a.** 30-day terms; one monthly invoice; the credit check; trade pricing; priority delivery slots — each with a matching explanation in **b.**

Question 10

State (1): give the purpose briefly. *Identify (2):* name both groups.

Model response. a. The purpose of the card is to instruct trained operators — to show them, step by step, how to clear a paper jam on Printer 2 safely. **b.** The two groups the card treats differently are trained operators, who may clear a jam themselves by following steps 1–5, and trainees, who must not touch the jam and have to call a shift leader instead.

(Model response: 64 words)

Marker’s note: one mark per group. The strongest answers add how each group is treated — operators may clear jams; trainees must call a shift leader.

Question 11

State (2): one line each for topic and purpose. *Identify (1):* name the audience. *Explain (1):* link a feature to the audience.

Model response. a. The topic of the sheet is tool safety — the safe use of garden tools at the community garden. **b.** The main purpose is to direct volunteers: the sheet states the rules they must follow so that nobody is injured, after first warning them how injuries happen. **c.** The intended audience is Muddy Boots volunteers — the people who work in the garden. **d.** The heading “Rules for all volunteers” names the audience directly, and the closing line “Report any damage to Marg at the shed” only makes sense to people who belong to the garden: a visitor would not know who Marg is, or which shed is meant.

(Model response: 108 words)

Common errors: swapping **a** and **b** — “tool safety” is the topic; “to tell volunteers the rules they must follow” is the purpose.

Marker’s note: part **d** needs one feature plus its link — either the volunteer heading or the insider closing line earns the mark.

Question 12

Identify (1): name the audience. *Explain (2):* give two linked reasons.

Model response. a. The intended audience is all depot staff at the Westline Logistics yard — drivers, forklift operators, pedestrians and office staff. **b.** The memo goes to everyone, even though only the forklift and truck drivers change how they work, because the whole depot shares the yard. Pedestrians need to know where trucks and forklifts will now travel, so they can keep to the marked walkway and stay clear of the western bays; after a near miss, the new routes matter to every worker, not just the drivers. And staff who understand the change can remind each other and answer questions in the first days — a traffic change only works when the whole yard knows about it.

(Model response: 115 words)

Other fully creditable answers: **b.** any two linked reasons — shared-yard safety, the near miss affecting everyone’s interest, or staff reminding each other.

Question 13

Identify (1): name the primary audience. *Identify/explain (2):* name a secondary audience and link a part of the sheet to them.

Model response. a. The primary audience is host employers — the businesses the sheet is asking to take a placement student. **b.** A secondary audience is students on Wattle Range courses. The block “Students: aged 17 and over, studying a Wattle Range course, and have completed the checks your industry requires” is written about them, and a student who reads the sheet sees what the institute has already arranged — the age rule, the course link and the industry checks. That answers a question a nervous first-time placement student would otherwise carry to the placements team.

(Model response: 92 words)

Other fully creditable answers: **b.** the institute’s own teaching staff, who can hand the sheet to employers they know — the closing line “Phone the placements team” gives them one number to pass on. Any secondary audience with a genuine linked part of the sheet earns the marks.

Question 14

State (1): give the purpose briefly. *Identify (1):* name the audience. *Explain (2):* link the planned line to the audience.

Model response. a. The purpose of Priya’s sheet is to instruct new volunteers — to show them how to turn the compost heap safely. **b.** The intended audience is new volunteers at Muddy Boots Community Garden: people who have joined recently and have never turned a compost heap. **c.** The line “Work in pairs — the heap is heavier than it looks” suits that audience because new volunteers have no experience to fall back on and may trust their own strength too much. The line gives them a plain warning in everyday words — no gardening jargon — plus a simple, do-able rule: get a partner before you start. A volunteer who follows it cannot strain their back alone on their first attempt, which is exactly the injury an inexperienced turner is most likely to have.

(Model response: 130 words)

Marker’s note: both explain marks need the audience kept in view — what is *new* about these volunteers, and how the line answers that. Praising the line in general (“it is clear and friendly”) without linking it to new volunteers earns at most one mark.

Question 15

Identify (1): name the audience. *Explain (2):* give linked reasons. *Suggest (1):* one sensible change.

Model response. a. The intended audience is families with young children who come to story time — the parents and carers who follow the library’s social-media page or walk past the front-door noticeboard. **b.** The draft’s wording does not suit them. Phrases such as “in accordance with”, “library users are advised” and “enquiries should be directed” are the stiff wording of an internal report, not a friendly notice to families, so the news feels like official business rather than an invitation. The draft also buries the only two things readers need — story time is moving, and the move starts on 3 November — inside long sentences, and a parent skimming a phone screen will miss them. **c.** One change: replace the title and first line with plain words — “Story time is moving! From Tuesday 3 November, story time is in the community hall next door. Use the laneway entrance.”

(Model response: 145 words)

Marker’s note: part **b** needs reasons, not just a list of big words — award for “the wording is stiff and unfriendly for this audience” and “the key news is buried / readers skim”. Part **c** accepts any change that moves the notice toward this audience: a plainer title, a plain first line, or a friendly sign-off.

Question 16

Explain (4): two marks per part — each needs a claim, evidence and a link.

Model response. a. The purpose of the sheet is to instruct members of local community groups how to book the centre’s van. The title, “How to book the community van”, and the three numbered steps under “To book” show it exists to get one job done: after reading, a borrower can check the calendar, complete a slip or phone the front desk, and book a week ahead. **b.** The intended audience is people who belong to or run community groups around Ellison Grove. The sheet says the van is “free for local community groups”, which leaves out anyone not part of one; the examples — a working bee, a markets trip, a sporting fixture — are trips volunteer groups take, not trips a business would book; and the driver-check line narrows the audience again, to groups with a volunteer who passed the centre’s check. A reader outside a local group sees at once that the sheet is not for them.

(Model response: 156 words)

Marker’s note: one mark in each part for the claim (a purpose verb / the audience as a group), one for evidence quoted or named *and* linked. A bare claim — “to tell people how to book” — earns 1 of 2.

Question 17

Identify (1): name the section. *Explain (2):* give linked reasons. *Suggest (1):* one sensible replacement.

Model response. a. The planned section that does not suit the intended audience is section 3 — “Billing codes for standard consults [...] and how the centre claims the Medicare rebate”. **b.** That section serves the centre’s own billing staff, not patients. A new patient needs to know what a visit costs them, when they pay, and how any refund reaches their bank account; internal billing codes and the centre’s claiming arrangements are behind-the-scenes details that do not help a first-time visitor. The jargon also lands on exactly the reader the sheet exists to reassure — someone new, possibly nervous — and unfamiliar words like “consults” and “billing codes” may make them feel the centre is not speaking to them at all. **c.** A replacement that suits new patients: “What a standard visit costs, when you pay it, and how any refund reaches you.”

(Model response: 138 words)

Common errors: choosing section 2 — the private question at the front desk is a normal part of a first visit, and it is written for the patient, not about the centre’s paperwork.

Question 18

Extended response (6): one mark per cover point, each supported by the sheet’s own words.

Model response. The purpose of the sheet is to inform parents and carers about the learn-to-swim program — when it runs, what to bring, what it costs — so a family arrives at the first lesson ready. It also does a second job: it reassures. The line “grouped by water confidence, not by age alone” and the rule that a parent or carer stays on site for under-eighths answer a first-time family’s worries. The intended audience is the parents and carers of children learning to swim — the adults, not the children. Two clues show this: the title names them outright — “information for parents and carers” — and the fees line, “Families with a concession card [...] pay \$12”, speaks to the adult who pays, not to the child. If the audience changed to school teachers booking class groups, I would replace the drop-off and concession-card lines with group facts: how many students one instructor takes, and how a school books and pays for a block of Saturdays.

(Model response: 161 words)

Marker’s note: the six marks: purpose with a purpose verb (inform); the second job (reassure); the audience as a group (the adults, not the children); two quoted clues, each linked; and a change that genuinely suits the new audience (group ratios, school booking, school billing). A point earns its mark only where the sheet’s own words support it.

Common errors: writing about the topic (“the sheet is about swimming lessons”) instead of the purpose; suggesting a change that still suits the old audience (“make the font bigger”).

Chapter 4 Purpose, audience and structure of organisational, informational and procedural texts — 4B Structure and language of different organisational, informational and procedural texts

Theory

From reading to writing. Chapters 1 and 2 of this book taught you to read other people's texts: to find your way around a report, to work through a form, to compare two texts that do the same job. This chapter turns that around. The Unit 3 study design says that by the end of this unit you should be able to create texts — organisational, informational and procedural ones — that reflect a particular workplace or vocational experience (the study design's Unit 3, Outcome 2).

A writer of these texts makes two big sets of choices:

- **structure** — the parts the text will have, and the order they come in;
- **language** — the words, sentences and tone that fill those parts.

This section is about those two sets of choices. The study design lists as a key knowledge point the structure and the language of organisational, informational and procedural texts of different kinds.

Everything else you have learned supports these two choices. Chapter 3 of this book covered the conventions themselves — punctuation, sentence structure, paragraphing and spelling. Structure and language are the bigger decisions that sit on top of those conventions: which parts your text has, what order they come in, and which words carry them.

About the wording in this section. The study design uses the words “structure” and “language” but does not define them for this dot point. This book treats **structure** as the parts of a text and the order they come in (the same sense used in Chapter 2), and **language** as the writer's choices of words, sentences and tone. Every question in this section can be answered on these two definitions alone.

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

- **Westline Logistics** — a transport and warehousing business with a yard and forklifts.
- **Ironbark Engineering** — a metal fabrication workshop. Tom Kesler is one of its newer workers; R. Alvarez is the workshop supervisor; J. Petrov is the safety officer.
- **Riverbend Community House** — a community centre that runs programs, markets and room bookings.
- **Harbour Street Bakery** — a small bakery owned by M. Chen. S. Doyle is the head baker.

The three kinds of text — a quick reminder

Chapter 2 of this book introduced the three kinds of text:

- an **informational** text gives the reader information — a fact sheet, a handbook page, a short report;
- an **organisational** text comes from an organisation, or helps you deal with one — a policy, a code of conduct, a booking condition, a form;
- a **procedural** text shows how to do something, step by step — a procedure card, a set of instructions, a cleaning routine.

Two reminders from that chapter still hold. Most real texts mix the kinds — a form carries instructions, and a policy tells you how to apply for something. And every text is judged by one question: does it work for the reader who has to use it?

Kind	The reader's job	Texts you might be asked to write
informational	find out or understand something	a fact sheet, an information sheet, a

Kind	The reader's job	Texts you might be asked to write
organisational	know the rules, rights and responsibilities	short report a policy, a code of conduct, booking conditions, a form
procedural	do something safely and correctly	a procedure card, a set of instructions, a routine

Strategy — read like a writer. The fastest way to learn structure is to take texts apart. When you read any document — in this book or at work — mark its skeleton: what parts does it have, and in what order? Five minutes of marking up a real procedure card teaches you more than memorising a list.

Structure: the parts and their order

The **structure** of a text is its parts and the order they come in. As a writer you make three structure decisions:

1. **Which parts** the text needs.
2. **What order** the parts come in.
3. **How the parts are signalled** — with a title, headings, numbers and labels, so the reader can see the skeleton at a glance.

Order is not a matter of taste. It follows the reader's job. A reader works through a text asking questions, roughly in this order:

- What is this text?
- Is it for me?
- What do I need before I start?
- What do I do first, and what comes next?
- What could go wrong?
- Who can I ask?

A good structure answers each question at the moment the reader asks it. That is why a procedure puts its warning **before** the first step, an information sheet puts its overview **at the top**, and a policy says **who it applies to** before it lists any rules.

Each kind of text has a standard skeleton — a usual set of parts in a usual order. “Standard” does not mean “only”. A text can add parts or rename them. But if your text follows the skeleton, readers who have met one such text before will know where everything is.

The informational skeleton.

1. **Title** — names the topic and the organisation.
2. **Overview** — one or two sentences: what this text is, and who it is for.
3. **Sections with headings** — the information grouped by topic, one topic per section.
4. **Details** — lists, tables, times, costs and amounts inside the sections.
5. **Summary and contact** — the key point said again, and where to get help.

The organisational skeleton.

1. **Title** — names the document (for example, “Room booking policy”).
2. **Purpose and scope** — why the document exists, and who or what it applies to. *Scope* means the reach of the document: the people, places and situations it covers.
3. **Definitions** — short explanations of any special words the rules use (only if needed).
4. **Numbered rules or clauses** — who must do what. A *clause* is one numbered rule or item in a formal document.
5. **Consequences** — what happens if a rule is broken.
6. **Sign-off and review date** — who approved the document, when, and when it will next be checked.

The procedural skeleton.

1. **Title** — names the goal (“Changing the bandsaw blade”), not just the machine.
2. **What you need** — equipment, materials, and who is allowed to do the task.
3. **Warnings** — anything dangerous, placed before the first step.
4. **Numbered steps** — one action per step, in the order the actions happen.
5. **Check** — how the reader can tell the job is finished and correct.
6. **Help** — who to ask if something goes wrong.

Watch out. Structure is the order, not just the headings. A text can have beautiful headings and still be badly structured — a warning placed after the step that needs it, or a summary buried at the bottom where nobody reads it. When you plan or judge a structure, always ask: does each part arrive **before the reader needs it**?

Strategy — headings first. Plan any text by writing its skeleton as headings before you write a single sentence of content. For a procedure, that is: title, what you need, warnings, steps, check, help. Then draft under each heading. If a heading has nothing to go under it, cut it; if your draft grows a part with no heading, add one.

Language: the words, sentences and tone

Language means the writer’s choices of words, sentences and tone. Structure decides where things go; language decides how they are said. Five tools do most of the work in organisational, informational and procedural texts.

Tool 1 — plain, precise words. Write in *plain English*: ordinary words that your reader understands the first time (a house rule introduced in Chapter 2 of this book). At the same time, be precise — exact amounts, exact names, exact places. “Twelve trestle tables” beats “some tables”; “the 10 mm spanner” beats “a small spanner”. Two habits keep plain and precise working together:

- **Use one word for one thing.** If the object is a “guard” in step 2, it is a “guard” in step 5 too — never a “shield” or a “cover”. Changing words makes the reader hunt for a second object that does not exist.
- **Gloss any technical term at first use.** A *gloss* is a short explanation, often in brackets: “isolate (switch off at the wall and lock the switch)”. Chapter 2 showed how organisations grow their own words; the writer’s job is to make sure an outsider can still read them.

Tool 2 — sentence shapes for the job. Chapter 3 of this book covered the sentence shapes themselves; here is which shape does which job:

- **Commands** for steps. A command starts with its verb — “Put on the gloves” — and its subject, “you”, is understood. Commands are the engine of procedural texts.
- **Present tense** for facts and rules. “The club runs every Tuesday.” “This policy applies to all staff.” The present tense says: this is how things are, every time.
- **Short sentences, one idea each.** If a sentence needs a second read, split it. Workplace texts are read standing up, in a hurry, often by someone holding a tool.

Tool 3 — rule words. Chapter 2 of this book introduced the rule words (also called modal verbs, because they show how firmly an organisation is speaking):

- **must** — a requirement. There is no choice.
- **should** — a recommendation. A good idea, but not required.
- **may** — permission, or a possibility.

In organisational texts — policies, codes of conduct, agreements — the rule word **is** the message. It carries who has to do what. As a writer, choose the word that matches how binding the rule really is, and keep it consistent: if every requirement says “must”, the one clause that says “should” is clearly only advice.

Watch out — rule-word drift. Using “must” for a suggestion, or “should” for a requirement, changes rights and responsibilities without anyone noticing. A safety rule that says workers “should” isolate a

machine reads like good advice — until someone treats it that way. Before you finish any organisational text, check every rule word against one question: is this required, recommended or allowed?

Tool 4 — order and link words. Chapter 1 of this book called these signal words from the reader’s side; as a writer, you plant them:

- **Sequence words** show the order: *first, next, then, after that, finally*; “the week **starts with** Monday, **then** Tuesday, and **finishes with** Friday”.
- **Cause and condition words** show how ideas connect: *because, so, if, when*. “**If** a group cancels late, the House **may** charge the full fee.”

A reader who can see the order and the connections does not have to guess them.

Tool 5 — tone. *Tone* is the attitude carried by the writing (a definition from Chapter 2 of this book). Each kind of text has a tone that works:

- **Informational:** neutral and factual. Exact, calm wording carries trust.
- **Organisational:** formal and careful. These texts state rights and rules; jokes and casual wording make them look like they do not really bind anyone.
- **Procedural:** direct and helpful. Address the worker as “you”, use commands, and keep warnings factual. A warning works by being exact, not by shouting: “A charging battery gives off a gas that can catch fire” beats “DANGER — EXTREMELY DANGEROUS”.

Watch out. Plain does not mean childish, and formal does not mean long words. A policy can be formal and plain at the same time: “You must sign in at the front desk” is both. If a sentence needs a dictionary, it is not formal — it is unclear.

The three kinds side by side

Kind	Usual structure	Usual language habits
informational	title → overview → headed sections → details → summary and contact	present tense; neutral, factual tone; plain words; exact names and amounts; headings that say what each section holds
organisational	title → purpose and scope → definitions → numbered rules → consequences → sign-off and review date	rule words (must / should / may); formal, careful tone; one rule per clause; named people and roles
procedural	title (goal) → what you need → warnings → numbered steps → check → help	command verbs; one action per step; sequence words; exact amounts and times; “you”; factual warnings

Strategy — the step test. Check every step of a procedure against three questions. Does it start with a command verb? Is it one action? Is it in the order the actions really happen? If a step joins two actions with “and” or “then”, split it into two steps.

What tasks on structure and language ask you to do

Most tasks in this section are built from the same pieces:

- **Identify** the part or the feature — point at the exact words or the exact part.
- **Explain the choice** — say what the structure or language does for the reader. The reason always connects to the reader’s job: finding something, understanding a rule, or doing a task safely.
- **Rewrite** — turn a tangled step into one-action steps, or turn jargon into plain English while keeping the rule.
- **Plan** — give the parts of a text in order, for a stated reader and purpose.
- **Judge the fit** — spot the clause with the wrong rule word, the warning in the wrong place, or the paragraph that should be sections, and say how to fix it.

A full-mark answer usually does three things at once: it points at the exact part or quotes the exact words, it names the feature, and it ties the effect to the reader's job. Two frames will carry almost any answer in this section:

The text puts _____ (part) before/after _____ (part). This helps the reader _____ (effect on the reader's job).

The text uses “_____” (the exact words). This is _____ (language feature). It helps the reader _____ (effect).

Command terms used in this section

Command term	What it asks you to do
identify	name it or point it out
state	give it briefly, without explanation
describe	say what something is like; give its characteristics
explain	make clear how or why — give reasons
justify	give reasons that support a choice
plan	set out the parts of a text in order
rewrite	write it again in the form asked for, keeping the meaning
suggest	put forward an idea of your own

Worked examples

Example 1 — scaffolded

Task. Tom Kesler, who started at Ironbark Engineering a few months ago, is given the procedure card below.

a. Identify two parts of this procedure's structure. (2 marks)

b. Explain why the Warning line comes before Step 1. (2 marks)

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

Stimulus — Changing the bandsaw blade (procedure card).

Ironbark Engineering — Changing the bandsaw blade

Written by J. Petrov, Safety Officer · Issued 5 May 2026

What you need: cut-resistant gloves, a 10 mm spanner, a new blade (1490 mm long).

Warning: isolate the machine before Step 1. Isolate means switch off at the wall and lock the switch so nobody can turn the machine back on.

1 Put on the cut-resistant gloves.

2 Loosen the two guard bolts with the 10 mm spanner.

3 Remove the guard.

4 Slide the old blade off the two wheels.

5 Place the old blade in the scrap bin.

6 Fit the new blade onto the wheels, with the teeth pointing forward.

7 Refit the guard.

8 Tighten the two guard bolts.

Check: run the machine for ten seconds. A steady hum means the blade is fitted correctly. Stop at once and report any rattle or wobble to a supervisor.

Help: ask J. Petrov, Safety Officer, or any supervisor.

Working

Comment

Command terms: *identify* = name; *explain* = say how or why. Part **a** wants two parts named (2 marks); part **b** wants reasons (2 marks).

Plan — parts I can see: a title that names the goal; “Written by” and “Issued” lines; “What you need”; a Warning line; numbered steps 1–8; a Check line; a Help line.

a. Two parts of this procedure’s structure are the “What you need” list and the numbered steps.

b. The Warning line comes first because the most dangerous mistake on this job is touching the machine while it can still be switched on.

A worker who reads Step 1 first could put a hand near the blade of a machine that is still connected to power. Putting the warning before the steps means the worker isolates the machine before any action begins.

Check: two parts named; two connected reasons given; the answer fits 4 marks.

Step 1. Read the task first. The command terms tell you what kind of answer is wanted, and the marks tell you how much to write.

Step 2. Skim the labels and list what the document actually shows before you choose. Structure = the parts and their order.

Step 3. For *identify*, naming is enough. Name two parts in one clear sentence. Any two of the parts in your plan would earn the marks.

Step 4. For *explain*, ask: what goes wrong if this part sits somewhere else? Picture a worker who reads the steps first and reaches for the guard before reading the warning.

Step 5. Finish the explanation by tying the order to the reader’s safety: the part must arrive **before** the reader needs it.

Step 6. Always check the finished answer against the command terms and the marks.

Assembled response. a. Two parts of this procedure’s structure are the “What you need” list and the numbered steps.

b. The Warning line comes first because the most dangerous mistake on this job is touching the machine while it can still be switched on. A worker who reads Step 1 first could put a hand near the blade of a machine that is still connected to power. Putting the warning before the steps means the worker isolates the machine before any action begins.

(Model response: 81 words)

Example 2 — scaffolded

Task. A community group is booking the hall at Riverbend Community House for the first time. The booking officer sends the policy below.

- a. Clause 2 uses “must” and clause 3 uses “should”. State the difference between these two rule words. (2 marks)
- b. Rewrite the second sentence of clause 6 in plain English, for someone who has never booked a room before. Keep the rule. (2 marks)
- c. A group books the hall for three sessions. Using clause 2, calculate the total fee the group must pay. Give your answer in dollars, correct to 2 decimal places. (1 mark)

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

Stimulus — Room booking policy (extract).

Riverbend Community House — Room booking policy (extract)

- 1 This policy applies to every group that books a room at Riverbend Community House.
- 2 Groups must pay the room fee within seven days of the booking date. The fee is \$40.00 per session.
- 3 Groups should arrive no more than 15 minutes before the booked start time, because the doors are locked outside opening hours.
- 4 Groups may use the kitchenette only if the kitchenette is included in the booking.
- 5 If a group cancels less than 48 hours before the booking, the House may charge the full fee.
- 6 The booking coordinator keeps the booking register. Queries regarding cancellations or fee adjustments must be directed to the coordinator in writing.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>rewrite</i> = write again in the form asked for; <i>calculate</i> = work out the number. Three parts, 5 marks in total.	Step 1. Check each part’s command term. Part b asks for a new sentence that keeps the same rule — a rewrite, not a summary.
Plan — rule words: <i>must</i> = required; <i>should</i> = recommended; <i>may</i> = allowed or possible. Chapter 2 of this book introduced them.	Step 2. Recall what you know before you look for new ideas. The rule words carry the difference between a requirement and a good idea.
a. “Must” means the rule is required — the group has no choice. “Should” means the advice is recommended — a good idea, but not required.	Step 3. For <i>state</i> , give the difference briefly, one idea per rule word.
Plan — hard words in the sentence: “Queries” (questions), “regarding” (about), “fee adjustments” (changes to the fee), “directed ... in writing” (write to). The rule word “must” has to survive the rewrite.	Step 4. Before rewriting, find the words a first-time reader may not know, and decide what each one means. Keep the rule word — it carries how binding the rule is.
b. If you want to cancel a booking, or ask about the fee, you must write to the booking coordinator.	Step 5. Write the new sentence: everyday words, shorter, speaking to the reader as “you”, with the rule still clearly required.
Plan — clause 2: the fee is \$40.00 per session. Three sessions: $\$40.00 \times 3$.	Step 6. For <i>calculate</i> , find the number the clause gives you, and work out what the question asks you to do with it.
c. $\$40.00 \times 3 = \$120.00$. The group must pay \$120.00.	Step 7. Write the answer to the precision the question asked for — “correct to 2 decimal places”, so \$120.00, not \$120.
Check: three parts answered; the rewrite keeps “must”; each answer matches its command term.	Step 8. Check the finished answers against the parts and the marks before you move on.

Assembled response. a. “Must” means the rule is required — the group has no choice. “Should” means the advice is recommended — a good idea, but not required. b. If you want to cancel a booking, or ask about the fee, you must write to the booking coordinator. c. $\$40.00 \times 3 = \$120.00$. The group must pay \$120.00.

(Model response: 53 words)

Example 3 — unscaffolded

Task. A customer picks up the sheet below at Harbour Street Bakery.

- a. Explain how one structure choice helps a customer with a food allergy use this sheet quickly. (3 marks)
- b. Identify two language features of the sheet and explain how each one suits its readers. (3 marks)

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

Stimulus — Allergen information sheet (extract).

Harbour Street Bakery — Allergen information sheet

This sheet lists the common allergens in our fresh products. An allergen is a food that can cause a reaction in some people. If you have a food allergy, check this sheet before you buy.

Bread and rolls

All contain wheat (gluten). The rye loaf also contains caraway seeds.

Cakes and slices

All contain wheat, egg and milk. The cheesecake also contains soy.

Gluten-free choices

Flourless chocolate cake — contains egg, milk and soy.

Rice-flour rolls — contain soy.

Important

All our products are made in one small kitchen. Flour is in the air and on the benches, so traces of any allergen may be present in any product.

Questions? Ask S. Doyle, Head Baker, in the shop, or phone (03) 5550 2288.

Model response.

- a. One structure choice is the grouping of products under headings — “Bread and rolls”, “Cakes and slices”, “Gluten-free choices”. A customer who wants a loaf can go straight to the bread section instead of reading the whole sheet, which matters when the customer is standing at the counter with a queue behind them. The headings turn one long list into short, findable answers.
- b. The first language feature is the gloss “An allergen is a food that can cause a reaction in some people”, which explains the technical term in plain words at its first use, so a customer who has never met the word can still use the sheet. The second is the direct sentence “If you have a food allergy, check this sheet before you buy”, which speaks to the reader as “you” and turns information into one clear action.

(Model response: 142 words)

Takeaway: structure gets the reader to their answer fast; language makes the answer usable by someone who is not an expert. The two choices do one job together.

Example 4 — unscaffolded

Task. The shift supervisor at Westline Logistics wants a one-page procedure for yard staff: what to do when there is a fuel or oil spill in the yard.

- a. Plan the structure of the procedure: list its parts, in order. (3 marks)
- b. Write two of the steps. Each step must be one action and must start with a command verb. (2 marks)

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

Model response.

- a. The parts, in order:

1. a title that names the goal — “Responding to a fuel or oil spill in the yard”;
2. who does this, and what you need — trained staff only; the spill kit, gloves and safety boots;
3. warnings — keep flames and sparks away; do not let the spill reach the yard drain;

4. numbered steps — one action each, in the order the work happens;
5. a check — the surface is not slippery and the used spill materials are bagged and binned;
6. help — report the spill to the shift supervisor the same day.

b. Two steps:

1. Put on the gloves and safety boots from the spill kit.
2. Cover the yard drain with the drain mat from the spill kit.

(Model response: 125 words)

Takeaway: plan the skeleton first, then choose the language part by part — a procedure needs its warning before the steps, its steps in commands, and its check at the end.

Practice questions

Scaffolded

Question 1 (3 marks)

Read the procedure card below.

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

Stimulus — Charging the electric forklift (procedure card).

Westline Logistics — Charging the electric forklift

Who does this: trained forklift drivers only.

What you need: the charging-bay key, the charge lead, gloves, safety glasses.

Warning: charge the forklift only in the charging bay. A charging battery gives off a gas that can catch fire.

No flames or sparks in the bay.

- 1 Drive the forklift into the charging bay.
- 2 Switch the forklift off.
- 3 Put on the gloves and safety glasses.
- 4 Open the battery cover.
- 5 Connect the charge lead to the battery.
- 6 Switch on the charger.
- 7 Set the timer to eight hours.

Check: the charge light glows steady green. A flashing red light means a fault — do not use the forklift, and report the fault to the shift supervisor (Site Safety Handbook 4.4).

Help: phone the office on (03) 5550 3311.

a. Identify two parts of this procedure's structure. (2 marks)

b. Complete the sentence below. (1 mark)

The numbered steps help the reader because _____.

Question 2 (4 marks)

Read the list of parts below.

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

Stimulus — The parts of a code of conduct.

Riverbend Community House — Volunteer code of conduct: its parts, in order

Title · Purpose and scope · Numbered rules · Consequences · Sign-off and review date

Match each part of the code (1–4) with its job (A–D).

1. Purpose and scope
2. Numbered rules
3. Consequences
4. Sign-off and review date

A. what happens if a rule is broken B. who approved the code, and when it will next be checked C. why the code exists, and who it applies to D. what volunteers must, should and may do

Question 3 (3 marks)

Read the policy extract below.

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

Stimulus — Mobile phone policy (extract).

Westline Logistics — Mobile phone policy (extract)

- 1 This policy applies to all staff, contractors and visitors at the Westline yard.
- 2 Staff must not use a hand-held phone while operating a forklift or walking in a traffic lane.
- 3 Staff should take personal calls during breaks.
- 4 Visitors may use the phone area by the front gate.
- 5 A staff member who uses a hand-held phone on a forklift will come off forklift duties until retraining is complete.

a. Clause 2 says staff “must not” use a hand-held phone on a forklift. State what “must not” tells the reader. (1 mark)

b. Complete the sentence below. (1 mark)

Clause 3 uses “should” because taking personal calls during breaks is _____.

c. Complete the sentence below. (1 mark)

Clause 5 matters because it tells the reader _____.

Question 4 (3 marks)

Read the draft step below.

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

Stimulus — Daily cleaning routine (draft).

Harbour Street Bakery — Daily cleaning routine (one draft step)

- 1 Sweep the floor and wipe the benches and then wash the mixing bowls.

a. Complete the sentence below. (1 mark)

This step is hard to follow because it _____.

b. Rewrite the step as three separate steps. Each step must be one action and must start with a command verb. (2 marks)

Question 5 (3 marks)

Read the information sheet below.

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

Stimulus — Homework Club information sheet (extract).

Riverbend Community House — Homework Club information sheet

Homework Club is a free, supervised study session for students in Years 7–10. It runs every Tuesday and Thursday, 4:00 pm to 5:30 pm, in the Riverbend meeting room.

Who can come

Any student in Years 7–10. No booking is needed.

What we provide

Tables, chairs, Wi-Fi, printing (up to 10 pages per student), and a light snack.

What to bring

Your homework and your school device.

Questions

Phone the front desk on (03) 5550 6677, or ask at the House during opening hours.

a. Identify the section a parent reads to find out whether their child can attend. (1 mark)

b. Complete the sentence below. (1 mark)

The opening paragraph gives the what, when and where of the club so that the reader

_____.

c. Complete the sentence below. (1 mark)

The sheet uses short sentences and everyday words because _____.

Question 6 (4 marks)

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

Word box: gloss · rule word · sequence word · skeleton · tone

- a. the parts of a text, in order, before any content is written
- b. a word like *must*, *should* or *may* that shows how binding a rule is
- c. a short explanation of a hard word, often in brackets
- d. the attitude carried by the writing

Un scaffolded

Question 7 (2 marks)

Questions 7–9 refer to the procedure below.

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

Stimulus — Setting up the hall for market day (procedure).

Riverbend Community House — Setting up the hall for market day

Who does this: the market-day volunteer team (two or more people).

What you need: the storeroom key, the floor-plan card, twelve trestle tables (long folding tables), forty chairs, a clean cloth.

Before you start: the hall floor must be dry. Table legs on a wet floor can slip.

1 Collect the storeroom key and the floor-plan card from the front desk.

2 Unlock the storeroom.

3 Carry the trestle tables into the hall.

4 Set out the twelve tables as shown on the floor-plan card.

5 Place four chairs at each table.

6 Wipe each tabletop with the clean cloth.

7 Put the sign-in sheet and a pen on the front table.

Check: every stall space is at least two metres wide, and the aisle down the middle of the hall is clear. The floor-plan card shows the spacing.

Help: phone the front desk on (03) 5550 6677 before 9:00 am on market day.

State why the “What you need” list and the “Before you start” line come before Step 1. (2 marks)

Question 8 (3 marks)

Refer to the procedure in Question 7. Step 4 says “Set out the twelve tables as shown on the floor-plan card.”

Explain how the language of this step — the exact number and the reference to the card — helps a volunteer who has never set up the hall before. (3 marks)

Question 9 (2 marks)

Refer to the procedure in Question 7.

a. Identify the check part and state one thing it checks. (1 mark)

b. Explain why the check comes at the end rather than at the start. (1 mark)

Question 10 (3 marks)

Read the code of conduct below.

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

Stimulus — Volunteer code of conduct (extract).

Riverbend Community House — Volunteer code of conduct (extract)

Purpose and scope: this code sets out what Riverbend expects of every volunteer, and what every volunteer can expect from Riverbend. It applies to every volunteer at every Riverbend activity, including off-site events.

- 1 Volunteers must sign in at the front desk at the start of each shift and sign out at the end.
- 2 Volunteers must not give medical, legal or financial advice to clients.
- 3 Volunteers should tell the coordinator as soon as possible if they cannot attend a rostered shift.
- 4 Volunteers may use the staff room during breaks.

Consequences: a volunteer who breaks this code may be asked to stop volunteering at Riverbend. Serious breaches will be reported to the management committee.

Approved by the Riverbend management committee, 3 August 2026. Review date: August 2027.

- a. Identify the part that tells a new volunteer which activities the code covers. (1 mark)
- b. Explain why the code states its purpose and scope before it lists any rules. (2 marks)

Question 11 (3 marks)

Refer to the code of conduct in Question 10. Clause 1 uses “must”; clause 3 uses “should”. The management committee decides that phoning in before a rostered shift must now be a firm requirement.

- a. Identify the change to make to clause 3. (1 mark)
- b. Explain why the rule word matters in this clause. (2 marks)

Question 12 (3 marks)

Read the information sheet below.

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

Stimulus — Information sheet for work-experience students (extract).

Ironbark Engineering — Information sheet for work-experience students

This sheet is for students about to spend a week at Ironbark Engineering. It explains what to bring, what you will do, and who to ask for help. Your teacher and your parent or guardian also receive a copy.

Dates and times

Arrive at the front office at 8:30 am on Monday 2 November 2026. Each day runs from 8:30 am to 3:00 pm. The week finishes at 12 noon on Friday.

What to bring

Steel-capped boots, work clothes, a drink bottle and your lunch. Boots are required: the workshop floor is a working site.

What you will do

You will shadow (spend the day with) a tradesperson each day. The week starts with fabrication (cutting and shaping metal) on Monday, then welding on Tuesday and machine care on Wednesday, and finishes with assembly on Thursday and a review on Friday.

Who to ask

R. Alvarez, Workshop Supervisor, is your first contact for any question.

- a. State the job of the opening paragraph. (1 mark)
- b. Explain how one structure choice in this sheet helps a parent reading it. (2 marks)

Question 13 (2 marks)

Refer to the information sheet in Question 12.

- a. Identify two sequence words or phrases in the “What you will do” section. (1 mark)
- b. Explain how these words help a student who is planning their week. (1 mark)

Question 14 (4 marks)

Read the form below.

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

Stimulus — Contractor gate pass request form (extract).

Westline Logistics — Contractor gate pass request form

A contractor is a person from another business who comes onto the site to work. Complete this form before your first day on site and return it to the office. A pass is issued only when every section is complete.

Section A — Contractor details

Business name: _____ Contact person: _____

Phone: _____ Email: _____

Section B — Visit details

Site: Yard [☐] Warehouse [☐]

Start date: ____/____/____ Number of days: _____

Reason for visit: _____

Section C — Safety briefing

Every contractor must complete a ten-minute safety briefing before entering the yard. Briefing times: 7:30 am and 1:00 pm, in the office meeting room.

Section D — Declaration

I confirm that the details above are correct, and that I will follow the Westline site rules while on site.

Signature: _____ Date: ____/____/____

- a. Identify one organisational feature and one procedural feature of this text. (2 marks)
- b. Explain how each of your two features helps the text do its job. (2 marks)

Question 15 (4 marks)

Riverbend Community House is starting a monthly “Repair and Share afternoon”: volunteers mend small household items — lamps, toasters, wobbly chairs — for free. The coordinator wants a one-page information sheet for the noticeboard and the newsletter. Readers are local residents who have never heard of the event.

- a. Plan the structure of the sheet: list its parts, in order. (3 marks)
- b. State one language choice you would make, and explain why it suits these readers. (1 mark)

Question 16 (4 marks)

Read the draft clauses below.

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

Stimulus — Yard tidiness policy (draft clauses).

Westline Logistics — Yard tidiness policy (draft)

6 Personnel are required to ensure that all refuse receptacles are returned to their designated positions subsequent to utilisation.

7 Non-compliance with the aforementioned clause may result in disciplinary action being undertaken.

- a. Rewrite clauses 6 and 7 in plain English. Keep the rule word in each clause. (2 marks)
- b. Explain two changes you made and how each one helps a yard worker reading the policy for the first time. (2 marks)

Question 17 (3 marks)

Read the draft below.

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

Stimulus — Bread workshop information sheet (draft).

Harbour Street Bakery — Bread workshop for customers (draft)

Come and learn to bake! The workshop has moved from the second Saturday to the third Saturday of each month, starting in November 2026, and it starts at 9:00 am and finishes at 12 noon, and the cost is \$45.00 per person which includes ingredients and a loaf to take home, and bookings close two days before, and you can book by phoning the shop, and places are limited to eight, also please bring an apron.

- a. Identify one structure problem in this draft. (1 mark)
- b. Suggest one structure change and explain how it helps the reader. (2 marks)

Question 18 (4 marks)

Tom Kesler has worked at Ironbark Engineering for three months. New starters keep asking him the same questions: where the workshop-supply order form is, who signs it, and where to leave it. R. Alvarez asks Tom to write one text so that new starters can find the answers themselves.

- a. State which kind of text — informational, organisational or procedural — Tom should write, and justify your choice. (2 marks)
- b. Plan the structure of Tom's text — list its parts, in order — and describe one language choice Tom should make. (2 marks)

Answers

Q1. Identify (2) + explain (1). **a.** Any two of: the “Who does this” line; the “What you need” list; the Warning line; the numbered steps; the Check line; the Help line; the title naming the goal. **b.** A completed sentence: the steps show the order of the job / one action at a time / nothing is missed.

Q2. Match (4). 1—C; 2—D; 3—A; 4—B.

Q3. State (1) + explain (2). **a.** It is forbidden — there is no choice. **b.** A completed sentence: recommended but not required / a good idea, not a rule. **c.** A completed sentence: what happens if the rule is broken (the consequence).

Q4. Explain (1) + rewrite (2). **a.** A completed sentence: packs several actions into one step / joins three jobs with “and”. **b.** Three steps, one action each, each starting with a command verb. See Fully-worked solutions.

Q5. Identify (1) + explain (2). **a.** “Who can come”. **b.** A completed sentence: can see straight away what the club is, when and where it runs / knows if it is worth reading on. **c.** A completed sentence: parents and students are not experts / the sheet must be understood the first time.

Q6. Match (4). **a.** skeleton; **b.** rule word; **c.** gloss; **d.** tone. (Extra word not needed: sequence word.)

Q7. State (2). Route: the reader needs the equipment (and the dry-floor condition) **before** any action; a list or warning that comes later arrives after the mistake. See Fully-worked solutions.

Q8. Explain (3). Route: “twelve” = an exact count the volunteer can check against + “as shown on the floor-plan card” = the layout is not guessed + a first-timer can do the job without asking anyone. See Fully-worked solutions.

Q9. Identify + state (1) + explain (1). **a.** The “Check” line; it checks that stall spaces are at least two metres wide and the middle aisle is clear (either). **b.** A check confirms a finished job; at the start there would be nothing to check.

Q10. Identify (1) + explain (2). **a.** The “Purpose and scope” part — “every volunteer at every Riverbend activity, including off-site events”. **b.** Route: a reader must know whether the rules apply to them before the rules mean anything; scope also prevents “I thought that was only for events at the House”. See Fully-worked solutions.

Q11. Identify (1) + explain (2). **a.** Change “should” to “must”. **b.** Route: rule words carry how binding a clause is; “should” reads as advice a busy volunteer can skip, so shifts go uncovered; “must” states a requirement the code can then enforce. See Fully-worked solutions.

Q12. State (1) + explain (2). **a.** Says what the sheet is, who it is for and what it covers (also: tells the reader a copy goes to the teacher and parent). **b.** One structure choice — e.g. the headed sections — tied to a parent’s job: finding dates, boots rule or contact quickly. See Fully-worked solutions.

Q13. Identify (1) + explain (1). **a.** Any two of: “starts with”; “then”; “finishes with”. **b.** They put the days in order, so the student can see what happens when and plan the week.

Q14. Identify (2) + explain (2). **a.** Organisational: any of the declaration and signature; the section fields collecting details; “must” in Section C. Procedural: any of the instruction line (“Complete this form ... return it to the office”); the sections as an ordered sequence. **b.** Each feature tied to the text’s job: a pass issued correctly, and a contractor who knows what to do before day one. See Fully-worked solutions.

Q15. Plan (3) + state/explain (1). **a.** Parts in order: title; overview (what, when, where, free); headed sections (what we mend; what to bring; who runs it); how it works or contact details. **b.** One language choice with a reason — e.g. plain everyday words, because readers have never heard of the event. See Fully-worked solutions.

Q16. Rewrite (2) + explain (2). **a.** Clause 6 plain, with “must”; clause 7 plain, with “may”. **b.** Two named changes (e.g. “refuse receptacles” → “rubbish bins”; “personnel are required to ensure” → “everyone must”), each tied to first-time understanding. See Fully-worked solutions.

Q17. Identify (1) + suggest/explain (2). **a.** Everything sits in one long sentence/paragraph — no sections, no lists, the key details (date change, cost) buried. **b.** One change — split into headed sections or a list — with the effect: the reader finds the new date, time, cost and booking rule at a glance. See Fully-worked solutions.

Q18. *State/justify (2) + plan/describe (2).* **a.** Procedural — the questions are all “how do I order supplies, in what order”; a step-by-step text answers that. (An informational fact sheet is creditable if justified.) **b.** Parts in order: title naming the goal; what you need; steps (form → signature → where to leave it); check or help line. Language: command verbs, exact places and names, “you”. See Fully-worked solutions.

Fully-worked solutions

Question 1

Identify (2): name two parts. *Explain (1):* complete the sentence with a benefit for the reader.

Model response. a. Two parts of this procedure’s structure are the Warning line and the Check line. **b.** The numbered steps help the reader because they put the job in order, one action at a time, so a driver charging the forklift for the first time cannot miss a step.

(Model response: 48 words)

Common errors: naming things the card does not have (“a table of battery voltages”); in part **b**, describing the steps instead of saying what they do for the reader.

Other fully creditable answers: **a.** any two of: the title naming the goal; “Who does this”; “What you need”; the Warning line; the numbered steps; the Check line; the Help line. **b.** any completed sentence with a benefit — order, one action at a time, nothing missed, easy to follow while working.

Question 2

Match (4): one line per pair.

Model response. 1—C; 2—D; 3—A; 4—B.

(Model response: 4 words)

Marker’s note: purpose and scope say why the code exists and who it covers (C); the numbered rules state what volunteers must, should and may do (D); consequences say what happens if a rule is broken (A); the sign-off and review date name who approved the code and when it will next be checked (B).

Question 3

State (1): give the meaning briefly. *Explain (2):* complete each sentence with a reason.

Model response. a. “Must not” tells the reader that using a hand-held phone on a forklift is forbidden — there is no choice in it. **b.** Clause 3 uses “should” because taking personal calls during breaks is recommended but not required. **c.** Clause 5 matters because it tells the reader what happens if the rule is broken — the staff member comes off forklift duties until retraining is complete.

(Model response: 65 words)

Common errors: describing “must not” as “a strong suggestion” — a “must not” rule is still a requirement: it requires you not to act; answering part **c** by repeating clause 5 instead of naming its job (the consequence).

Question 4

Explain (1): complete the sentence. *Rewrite (2):* three one-action steps, each starting with a command verb.

Model response. a. This step is hard to follow because it packs three separate actions into one step, joined by “and” and “then”. **b.**

1. Sweep the floor.
2. Wipe the benches.
3. Wash the mixing bowls.

(Model response: 35 words)

Marker’s note: award the rewrite marks for steps that each carry one action and start with a command verb (sweep, wipe, wash). The order must match the draft.

Other fully creditable answers: “Clean the benches” for “Wipe the benches” is acceptable; numbering the steps 1.1, 1.2, 1.3 is acceptable.

Question 5

Identify (1): name the section. *Explain (2):* complete each sentence with a reason.

Model response. a. The “Who can come” section. **b.** The opening paragraph gives the what, when and where of the club so that the reader can see in two lines whether the club suits their child, without reading the whole sheet. **c.** The sheet uses short sentences and everyday words because its readers are parents and students, not staff — people reading a noticeboard quickly, who must understand the sheet the first time.

(Model response: 70 words)

Common errors: answering part **a** with “What we provide”; leaving parts **b** and **c** as repeats of the sentence stem with no reason added.

Question 6

Match (4): one word per definition.

Model response. a. skeleton; **b.** rule word; **c.** gloss; **d.** tone. The extra word is *sequence word* — a word like “next” or “finally” that shows order.

(Model response: 24 words)

Common errors: swapping skeleton (the plan of the parts) and tone (the attitude in the writing).

Question 7

State (2): give the reason briefly but completely — aim for two connected points.

Model response. They come first because the volunteer needs them before any action starts. The “What you need” list means the team can collect the key, the card, the tables and the chairs before Step 1, instead of stopping halfway to hunt for them. The “Before you start” line is a safety condition: if the floor is wet, the setup must not begin at all — a warning the team only gets in time if it sits above the steps.

(Model response: 77 words)

Common errors: saying only “so they know what they need” without the ordering idea — the marks are for **before the reader needs it**.

Question 8

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

Model response. The exact number and the reference to the card remove guesswork for a first-timer. “Twelve” tells the volunteer how many tables to carry out and lets them count the tables they have set — if one is missing or broken, they know before the stalls arrive. “As shown on the floor-plan card” tells them they do not have to invent a layout: the spacing has already been decided, so every stall-holder gets the same space. A volunteer who has never done the job can complete it correctly without asking anyone.

(Model response: 89 words)

Marker’s note: award marks for reasons covering exactness (a countable number), the pointed-to plan (no guessing the layout), and the reader’s job (a first-timer succeeds unaided).

Common errors: describing the step (“it says twelve tables”) without explaining the effect on the reader.

Question 9

Identify + state (1): name the part and one thing it checks. *Explain (1):* give a reason.

Model response. a. The check part is the “Check” line; it checks that every stall space is at least two metres wide, or that the middle aisle is clear. **b.** The check comes at the end because it confirms a finished job — at the start there would be nothing to check yet.

(Model response: 50 words)

Other fully creditable answers: **a.** either of the two checked items.

Question 10

Identify (1): name the part. *Explain (2):* give reasons.

Model response. a. The “Purpose and scope” part — the line “It applies to every volunteer at every Riverbend activity, including off-site events”. **b.** A reader has to know whether the rules apply to them before the rules mean anything. The scope line answers that in one place: every volunteer, every activity, even off-site. Without it, a volunteer helping at a market in the park could assume the code was only for shifts inside the House — and the organisation could not rely on the code being followed there.

(Model response: 85 words)

Common errors: quoting a numbered rule instead of the scope part; explaining why rules matter generally rather than why **purpose and scope come first**.

Question 11

Identify (1): name the change. *Explain (2):* give reasons.

Model response. a. Change “should” to “must”: “Volunteers must tell the coordinator as soon as possible if they cannot attend a rostered shift.” **b.** The rule word carries how binding the clause is. With “should”, a busy volunteer can read the clause as advice and stay silent — and the shift goes uncovered. With “must”, the clause states a requirement, so a volunteer knows phoning in is part of the role, and the Consequences part of the code stands behind it if they do not.

(Model response: 82 words)

Marker’s note: the explanation must connect the rule word to real effects (a covered shift; an enforceable code), not just define “must”.

Question 12

State (1): give the job briefly. *Explain (2):* one structure choice tied to a parent's job.

Model response. a. The opening paragraph says what the sheet is, who it is for and what it covers — and tells the reader that the teacher and the parent or guardian also receive a copy. **b.** One structure choice is the headed sections — “Dates and times”, “What to bring”, “What you will do”, “Who to ask”. A parent reading the sheet is usually looking for one answer, not a full read: the parent of a student with old shoes can go straight to “What to bring” and find the boots requirement in seconds. The headings turn the sheet into findable answers.

(Model response: 99 words)

Other fully creditable answers: **b.** any structure choice with a matching effect — e.g. the overview at the top (a parent knows in two lines what the week involves); putting “Who to ask” last (the contact is where a reader looks when something is still unclear).

Question 13

Identify (1): name two sequence words or phrases. *Explain (1):* give a reason.

Model response. a. Two sequence phrases are “starts with” and “finishes with” (“then” is also in the section). **b.** They put the five days in order in one sentence, so a student planning their week can see what happens when — fabrication first, the review last — without working the order out for themselves.

(Model response: 50 words)

Common errors: naming “and” or “on Monday” — the sequence signals here are “starts with”, “then” and “finishes with”.

Question 14

Identify (2): one feature of each kind. *Explain (2):* each feature tied to the text's job.

Model response. a. One organisational feature is the declaration and signature in Section D; one procedural feature is the instruction line at the top — “Complete this form before your first day on site and return it to the office”. **b.** The declaration makes the contractor confirm their details and promise to follow site rules, so Westline can rely on what the form says when it issues a pass. The instruction line tells the contractor what to do, and when, so the form actually arrives before the first day and the pass is ready at the gate.

(Model response: 94 words)

Other fully creditable answers: **a.** organisational — the lettered sections collecting details; “must” in Section C; “A pass is issued only when every section is complete”. Procedural — the sections as an ordered sequence; the briefing times telling the contractor when to go where.

Common errors: naming two features of the same kind (two organisational features) and losing the second identify mark.

Question 15

Plan (3): the parts in order. *State/explain (1):* one language choice with a reason.

Model response. a. The parts, in order:

1. a title that names the event — “Repair and Share afternoon”;
2. an overview — what the event is (volunteers mend small household items for free), when it runs (the monthly date and time), and where (the House);
3. headed sections — what we can mend; what to bring; who runs it;
4. how to get involved, with contact details — drop in, or phone the front desk.

b. I would use plain, everyday words and address the reader as “you”, because the readers are local residents who have never heard of the event — the sheet has to explain the idea and welcome them in one read.

(Model response: 109 words)

Marker’s note: award the plan marks for a recognisable informational skeleton in order: title, overview, headed sections, contact/close. A “questions” part may sit inside part 4.

Other fully creditable answers: **b.** any language choice with a matching reason — short sentences (noticeboard readers skim); present tense (states facts); an inviting, warm tone (a free community event, not a rule book).

Question 16

Rewrite (2): both clauses in plain English, rule words kept. *Explain (2):* two changes, each tied to first-time understanding.

Model response. a. Clause 6: “Everyone must put the rubbish bins back where they belong after using them.” Clause 7: “If you do not follow this rule, Westline may take disciplinary action.” **b.** The first change is “personnel are required to ensure” to “everyone must”: it names who acts and keeps the rule word, so a yard worker sees at once that the rule is for them and is required. The second is “all refuse receptacles ... subsequent to utilisation” to “the rubbish bins ... after using them”: everyday words and a short phrase replace the formal ones, so the worker understands the rule the first time instead of working out what the words mean.

(Model response: 111 words)

Marker’s note: the rewrites must keep “must” in clause 6 and “may” in clause 7 — losing the rule word loses the mark, because the rule word carries how binding the clause is.

Other fully creditable answers: **a.** “Put every rubbish bin back in its place after use” and similar; clause 7 keeping “may” with any plain consequence wording. **b.** any two changes explained — e.g. “non-compliance with the aforementioned clause” to “if you do not follow this rule” (speaks to the reader as “you”); “designated positions” to “where they belong”.

Question 17

Identify (1): name one structure problem. *Suggest/explain (2):* one change with its effect.

Model response. a. One structure problem is that the whole sheet is a single run-on sentence in one paragraph — every detail, including the date change and the cost, is buried in it. **b.** I would split the information into headed sections or a short list: What — the workshop; When — the third Saturday of each month from November 2026, 9:00 am to 12 noon; Cost — \$45.00 per person, ingredients and a loaf included; Book — phone the shop, bookings close two days before, eight places. A reader on the phone can then find the new date and the cost at a glance instead of reading the whole paragraph — which matters most for the customers who still think the workshop runs on the second Saturday.

(Model response: 120 words)

Common errors: identifying a language problem (“it is too chatty”) when the question asks for a **structure** problem — the parts and their order.

Other fully creditable answers: **a.** no headings or sections; the key change (moved date) is not given its own place. **b.** any restructure — sections, a list, or the moved date moved to the front — with a matching effect for the reader.

Question 18

State/justify (2): name the kind and give reasons. *Plan/describe (2):* the parts in order, plus one language choice.

Model response. a. Tom should write a procedural text — a short procedure or set of instructions. Every question the new starters ask is about doing something: where the form is, who signs it, where it goes. A procedural text answers exactly that, as numbered steps in the order the job happens. **b.** The parts, in order: a title naming the goal (“How to order workshop supplies”); what you need (an order form, a pen); numbered steps — collect a form from the store counter, write the item and quantity, take it to the supervisor for a signature, leave the signed form in the office tray; and a help line (“Ask T. Kesler or R. Alvarez”). One language choice: start every step with a command verb, so each step reads as one action to do next.

(Model response: 132 words)

Other fully creditable answers: **a.** an informational text (a fact sheet answering the three questions) is creditable if the justification fits — the questions are answered as information rather than as a task sequence. **b.** plans matching the chosen kind, with any sound language choice described (exact place names; “you”; present tense).

Marker’s note: the justification, not the label, earns the marks — “procedural” alone scores nothing.

Chapter 4 Purpose, audience and structure of organisational, informational and procedural texts — 4C Characteristics of organisational, informational and procedural texts

Theory

What this section covers. This section is about the *characteristics* of three kinds of text: organisational, informational and procedural texts. The Unit 3 study design lists what you need to learn: the characteristic qualities that organisational, informational and procedural texts typically carry.

Chapters 1 to 3 of this book practised reading texts like these. This chapter turns towards creating them. The Unit 3 area of study behind this chapter focuses on texts about the rights and responsibilities a person has within organisations, workplaces and vocational groups, and Unit 3 Outcome 2 asks students to create their own texts — organisational, informational and procedural ones — that reflect a particular workplace or vocational experience.

Section 4A looked at the purpose and intended audience of a text — the job it does and the people it is for. Section 4B looked at the structure and language of these texts — the parts they have and the words they choose. This section completes the picture. It teaches the **characteristics** of each kind of text: the tell-tale qualities that let you name the kind of any text you read, and check any text you write yourself.

Watch out. Characteristics, structure and language are three different questions. Structure = the parts of a text and their order. Language = the words a text chooses. Characteristics = the typical qualities that let you recognise the kind of text. They overlap — numbered steps are both a structural feature and a characteristic of procedural texts — so always check which question a task is asking.

About the wording in this section. The study design uses the word “characteristics” but does not define it. This book treats the characteristics of a kind of text as: the typical qualities — in what the text contains, how it looks on the page, and how it is worded — that let you recognise a text as that kind, and that a text needs in order to do its job. The study design does not define “organisational”, “informational” or “procedural” texts either; Chapter 2 of this book introduced working meanings for the three kinds, and this section repeats them and builds on them. Every question in this section can be answered with these definitions alone.

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

- **Paperbark Café** — a small café. Tessa Bright is the supervisor; Amy Zhao is new on the team.
- **Yellowbox Landscaping** — a gardening and landscaping business. Dan O’Rourke leads the team; Marta Vidal is an apprentice (a worker learning a trade).
- **Ashgrove Youth Centre** — a community organisation run by a committee. Ben Karalis coordinates the volunteers.
- **Sandpiper Surf School** — a surf school on the coast. Joel Fenwick is an instructor.

What “characteristics” means

A **characteristic** is a typical quality of something — a quality that helps you recognise which group it belongs to. You do not need a label to know a text is a shopping list: short lines, names of items, amounts. Its characteristics give it away.

Two command terms do a lot of work in this section:

- **Classify** means decide which group something belongs to, and say so. Here you classify texts as organisational, informational or procedural.
- **Justify** means give reasons and evidence that support your answer. A classification is only worth full marks when you point at the text.

Watch out. Naming a kind is the easy half. “It is procedural” on its own earns one mark at best. The marks live in the evidence: name a characteristic and show where the text carries it.

The three kinds of text — a quick reminder

Chapter 2 introduced the three kinds this book works with. Each kind does one main job:

- An **informational** text gives facts for the reader to *know*. A safety report is informational.
- An **organisational** text comes from an organisation — a business, a government office or a community group — or helps you deal with one. It states rules, rights and responsibilities for a defined group of people. A code of conduct is organisational.
- A **procedural** text gives steps for the reader to *follow*. It shows how to do something. A safe-use procedure for a machine is procedural.

Rules, facts, steps: the three jobs. The rest of this section teaches the tell-tale characteristics of each job.

Characteristics of organisational texts

Organisational texts speak for an organisation and set out what people in it must do, may do and can expect. The family includes policies, codes of conduct (a written set of rules about how people in an organisation should behave), employment agreements, staff memos, rosters, handbooks and formal notices.

Look for these characteristics:

1. **The organisation speaks in its own name.** The organisation’s name sits at the top; the text often says “we”; a named person or group signs it off (for example, “Approved by the Centre Committee”).
2. **It sets rules, rights or responsibilities.** It tells a group what must happen, what they are entitled to, and who is responsible for what.
3. **Rule words carry the weight.** *Must, should, may* and *will* show how firmly the organisation is speaking. (Section 2C taught these rule words.)
4. **It states who it applies to.** “This policy applies to all staff, volunteers and program participants.”
5. **Official furniture.** A policy number, a version number (each time a document is changed, a new version — a new numbered edition — is issued), an approval date, a review date and a contact for questions. These details show the text is managed, not casual.
6. **A formal, even tone.** Official and polite; not chatty, not emotional.

Characteristics of informational texts

Informational texts give the reader facts to know. The family includes reports, fact sheets, information webpages, newsletters, information sheets and notices that carry information.

Look for these characteristics:

1. **Facts that can be checked.** Statements that can be tested against records or observation — not opinions, and not a sales pitch.
2. **A neutral tone.** The tone of a text is the attitude its wording carries. A neutral tone is even and calm: the text reports without blaming, selling or hyping.
3. **Exact detail.** Dates, numbers, names and measurements: “six utes”, “214 jobs”, “9:00 am”.
4. **Headings and key points that organise the content.** Headings group the facts, and a short line near the start gives the main point. (Chapter 1 practised using headings, contents pages and indexes to find things in documents like these.)
5. **The topic comes first.** The text is built around a topic and answers questions like what, when, where, who and how many. It does not give the reader steps to follow, and it does not set rules.
6. **Sources or evidence where a claim needs support.** Evidence is something that shows a statement is true — a measurement, a record or a named source.

Characteristics of procedural texts

Procedural texts show the reader how to do something. The family includes procedures, work instructions, induction steps, recipes, how-to guides, and opening and closing routines.

Look for these characteristics:

1. **An outcome line.** A line near the start that says what the reader will have achieved at the end: “Outcome: a safe swimming zone marked before the first lesson.”
2. **Steps in the order they must happen.** Numbered steps, one action per step. The order matters — step 3 assumes steps 1 and 2 are done.
3. **Command verbs.** Steps start with verbs that give commands: “Walk”, “Check”, “Do not swim”. (The grammar name for a command verb is an *imperative*; this book says command verb.)
4. **Order words.** First, next, then, finally, before, after, until. Order words signal how the steps fit together.
5. **Exact times, amounts and tools.** “Let it heat for 15 minutes”; a “you will need” list at the start.
6. **Warnings and safety notes.** What must not be done, and what to watch out for, placed near the step they protect.
7. **A way to check the job is finished.** A checklist, tick boxes or a sign-off line at the end.
8. **Often visuals.** Photos or diagrams that show a step. (Chapter 5 works with visuals in instructions.)

Characteristics the three kinds share

The three families are different, but good workplace texts of any kind share five characteristics:

- **accuracy** — wrong details can hurt people or cost money;
- **clarity** — plain English: wording an ordinary reader can understand the first time;
- **expected layout** — headings, labels and white space where the reader expects them, so things are easy to find;
- **fit for the audience and the purpose** — the text matches the people who will read it and the job it must do (Section 4A);
- **one consistent voice** — the text sounds like the same writer from start to finish.

Mixed texts and the main job

Most real workplace documents mix the kinds. A staff handbook can carry a welcome and rules (organisational), facts about the workplace (informational), and a morning routine (procedural) — all in one booklet.

The topic never decides the kind. The job does. Use the three-job test:

1. Does the text set a rule, or speak for an organisation? → organisational.
2. Does it give facts to know? → informational.
3. Does it give steps to follow? → procedural.

For a mixed document, classify part by part. If a task asks for the kind of the whole text, name its **main job** — the job most of the text is doing.

Watch out. Topic is not kind. A text about safety can be any of the three kinds. “Team members must check trailer lights before every trip” is a rule (organisational). “Two trailers failed their light checks in September” is a fact (informational). “First, plug in the trailer lead. Next, test each light” is a set of steps (procedural). Same topic — three different jobs.

Strategy — the three-job test in three passes.

1. **Predict from the title and headings.** A title like “Closing procedure” predicts steps; “Policy” predicts rules; “Information for parents” predicts facts. Check the prediction as you read.
2. **Read the first words of the lines.** Command verbs point to steps; rule words (must, should, may) point to rules; dates and numbers point to facts.
3. **Test your answer.** Ask: could a reader use this text to follow steps, to know something, or to know a rule? Keep your notes in note form — short phrases, not full sentences — until you are sure. Then write your answer in full sentences.

The creator’s checklist

Characteristics work in both directions. A reader uses them to recognise a kind of text. A writer uses them as a checklist. If you are asked to create a procedural text, your draft only works as a procedure if a reader can find the

outcome line, the steps in order, the command verbs, the exact amounts, the warnings and a way to check the job is finished. Chapter 5 asks you to create texts for a chosen organisation or workplace — the checklists in this section are the tool you will use to check your own drafts.

Watch out. A text about how to do something is not a procedure just because of its topic. Until it carries the characteristics of a procedure — steps in order, command verbs, exact amounts — it is a description, and a busy reader cannot act on it.

Command terms used in this section

Command term	What it asks you to do
classify	decide which group something belongs to, and say so
justify	give reasons and evidence that support your answer
identify	name it or point it out
state	give it briefly, without explanation
describe	say what something is like; give its characteristics
explain	make clear how or why — give reasons

A full-mark classification answer usually does three things at once: it names the kind, it names a characteristic, and it points at the exact words in the text. You can build almost any answer in this section on this frame:

This text is _____ (organisational, informational or procedural). I can tell because it _____ and _____ (two characteristics, with evidence from the text).

Worked examples

Example 1 — scaffolded

Task. Read the procedure below.

a. Classify the text: is it organisational, informational or procedural? (1 mark)

b. Identify two characteristics of that kind of text in the stimulus, and explain how each one helps the reader. (4 marks)

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

Stimulus — Dough mixer: safe-use procedure (extract).

Paperbark Café — Dough mixer: safe-use procedure

Outcome: dough mixed safely, with no damage to the machine.

You will need: the mixer, the dough hook, a jug of water.

1 First, check that the bowl is locked into place.

2 Next, add the flour and water to the bowl.

3 Then fit the guard over the bowl.

4 Start the mixer on speed 1. Keep your hands away from the bowl.

5 Stop the mixer before you scrape down the sides.

6 Finally, when the dough is smooth, turn the dial to 0 and unplug the machine.

Warning: never put your hands or a spatula into the bowl while the mixer is running. The guard must stay fitted while the machine runs.

Working	Comment
Command terms: <i>classify</i> = decide the kind and say so; <i>identify</i> = name; <i>explain</i> = give reasons. Part a is 1 mark; part b is 4 marks — two characteristics, each with its explanation.	Step 1. Read the task first. The command terms tell you what kind of answer is wanted, and the marks tell you how much to write.
Three-job test: does the text set a rule? No. Give facts to know? No. Give steps to follow? Yes — six numbered steps.	Step 2. Classify by the job the text does, not by its topic. This text is about a machine, but its job is to give steps.
Signs I can see (note form): outcome line · “you will need” list · numbered steps · command verbs (check, add, fit, start, stop, turn) · order words (first, next, then, finally) · exact amounts (speed 1, dial to 0) · warning.	Step 3. Collect the tell-tale signs before you choose your two. Note form is fine at the planning stage — full sentences come later.
a. The text is procedural.	Step 4. For <i>classify</i> , naming the kind is enough. One clear word.
b. First characteristic: the numbered steps put the actions in order, so the reader does them in the right sequence — for example, the guard is fitted (step 3) before the mixer is started (step 4).	Step 5. Build each justification the same way: characteristic + where the text shows it + how it helps the reader.
Second characteristic: the warning tells the reader what must never happen, so nobody is tempted to put a spatula into a moving bowl.	Step 6. Choose two characteristics you can explain well. Two different characteristics show more than two examples of the same one.
Check: kind named; two characteristics; two benefits for the reader; the answer fits 5 marks.	Step 7. Always check the finished answer against the command terms and the marks.

Assembled response. **a.** The text is procedural. **b.** First, the numbered steps put the actions in order, so the reader does them in the right sequence — for example, the guard is fitted in step 3, before the mixer is started in step 4. Second, the warning tells the reader what must never happen, so nobody is tempted to put a spatula into a moving bowl.

(Model response: 63 words)

Example 2 — scaffolded

Task. Ben Karalis gives new volunteers at Ashgrove Youth Centre the code of conduct below.

a. State what kind of text this is: organisational, informational or procedural. (1 mark)

b. Complete the sentence below. (2 marks)

Two characteristics that show this are _____ and _____.

c. Explain why the code states who approved it and when it will next be reviewed. (2 marks)

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

Stimulus — Volunteer code of conduct (extract).

Ashgrove Youth Centre — Volunteer code of conduct

Who this code applies to: all volunteers at Ashgrove Youth Centre.

1 Volunteers must sign in at the front desk at the start of every shift.

2 Volunteers should arrive ten minutes before their shift starts.

3 Volunteers may use the staff kitchen during breaks.

4 Volunteers must not be in charge of money or keys.

Approved by the Centre Committee, 2 February 2026. Next review: February 2027.

Questions about this code: contact the volunteer coordinator on (03) 5550 8890.

Working	Comment
Command terms: <i>state</i> = give briefly; <i>complete</i> = finish the sentence frame with evidence; <i>explain</i> = give reasons. 1 + 2 + 2 = 5 marks.	Step 1. Check each part's command term. Part a wants one word or phrase; part c wants reasons.
Three-job test: the text sets rules for a group of people, and speaks for the Centre. Job = rules.	Step 2. Run the three-job test. Rules → organisational; facts → informational; steps → procedural.
Signs I can see (note form): organisation's name at the top · "Who this code applies to" line · rule words (must, should, may, must not) · approval line · review date · contact for questions.	Step 3. Scan for the signs of an organisational text: the name, the group, the rule words, the official furniture. Note form first.
a. Organisational.	Step 4. <i>State</i> means give the answer briefly.
b. Two characteristics that show this are the rule words ("Volunteers must sign in at the front desk") and the approval line ("Approved by the Centre Committee, 2 February 2026").	Step 5. In the frame, each characteristic needs evidence from the text — quote the exact words. Two characteristics, one mark each.
c. The approval line shows the code is official: the Committee agreed to it, so it is not one person's opinion. The review date shows it is current, and tells readers when the next checked version is due.	Step 6. For <i>explain</i> , give two connected reasons — one for "who approved it", one for "next review". Ask: what does each detail let the reader trust or check?
Check: kind stated; two characteristics with evidence; two reasons; fits 5 marks.	Step 7. Check the finished answer against the parts and the marks.

Assembled response. **a.** Organisational. **b.** Two characteristics that show this are the rule words ("Volunteers must sign in at the front desk") and the approval line ("Approved by the Centre Committee, 2 February 2026"). **c.** The approval line shows the code is official: the Committee agreed to it, so it is not one person's opinion. The review date shows it is current, and tells readers when the next checked version is due.

(Model response: 70 words)

Example 3 — unscaffolded

Task. Marta Vidal starts as an apprentice at Yellowbox Landscaping. She is given the handbook extract below.

For each of Parts A, B and C, name the kind of text (organisational, informational or procedural) and give one characteristic, with evidence from the text, that supports your classification. (6 marks)

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

Stimulus — New team member handbook (extract).

Yellowbox Landscaping — New team member handbook

Part A — Welcome and ground rules

Welcome to Yellowbox Landscaping. All team members must wear hi-vis clothing (bright vests that drivers can see) on every job. Team members should not use personal phones while operating machinery. These rules apply to everyone, including apprentices and casual staff (staff hired shift by shift).

Part B — Your tools and trucks

The depot (the yard where vehicles and equipment are kept) at 20 Kestrel Street holds six utes (work vehicles with an open back) and two trailers. Every ute carries a first-aid kit and a fire extinguisher. Tool check-outs are recorded in the logbook at the depot desk. In the 2025–26 year, the team completed 214 jobs.

Part C — Setting up the trailer each morning

- 1 Walk around the trailer and check the tyres.
- 2 Test the lights — indicators, brake lights and tail lights.
- 3 Hook the safety chain onto the tow bar.
- 4 Before you drive out, confirm the load is strapped down.

Model response.

Part A is organisational. It sets rules for a defined group, using rule words: “All team members must wear hi-vis clothing on every job”, and it says who the rules apply to — “everyone, including apprentices and casual staff”.

Part B is informational. It gives facts that can be checked, with exact numbers: the depot “holds six utes and two trailers”, and the team “completed 214 jobs” in 2025–26. Nothing in Part B tells the reader to act or sets a rule.

Part C is procedural. It gives steps in the order they must happen, numbered 1 to 4, and each step starts with a command verb: “Walk around”, “Test”, “Hook”, “confirm”.

(Model response: 111 words)

Takeaway: one document can carry all three kinds of text. Classify part by part, by asking what job each part does — rules, facts or steps.

Example 4 — unscaffolded

Task. Dan O’Rourke at Yellowbox Landscaping has written his first draft of a care guide for the new brushcutter (a motorised tool that cuts grass and weeds). He shows it to Marta.

- a. Identify three characteristics of procedural texts that the draft is missing. (3 marks)
- b. Choose one of the missing characteristics you named, and explain what could go wrong for a reader because it is missing. (2 marks)

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

Stimulus — Brushcutter care guide: first draft (extract).

Yellowbox Landscaping — “Looking after the new brushcutter” — first draft by D. O’Rourke

The brushcutter is a good machine and it will last if it is looked after. You should probably mix the fuel carefully but the mix ratio is somewhere in the manual. After use it should be cleaned and put away.

Guards are important for safety reasons. If the head gets tangled with wire or vine you might need to stop at some point. Store it in the shed. Sharpening happens sometimes and the manual has a section about it.

Model response.

- a. Three characteristics of procedural texts that the draft is missing:

- **Steps in order.** The draft is one loose paragraph; there are no numbered steps, so a reader cannot follow the jobs one at a time.
- **Command verbs.** The draft describes instead of directing — “it should be cleaned”, “you might need to stop” — rather than commanding: “Clean the head”, “Stop the engine”.

- **Exact amounts.** The fuel mix is “somewhere in the manual”. A procedure must give the exact ratio and the exact steps for mixing.

b. Missing exact amounts could damage the machine or injure the reader: a new starter who guesses the fuel mix might run the engine on the wrong mixture and destroy it, and “somewhere in the manual” sends them hunting for a number the guide should simply state.

(Model response: 132 words)

Takeaway: a text about how to do something only becomes a procedure when it carries the characteristics of a procedure. A missing characteristic is the first thing a supervisor should spot in a draft — and the first thing to fix.

Practice questions

Scaffolded

Question 1 (3 marks)

Read the information sheet below.

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

Stimulus — Allergen information sheet (extract).

Paperbark Café — Allergen information sheet

Updated 1 May 2026. This sheet lists the allergens (foods that can cause a reaction) in our ten most-ordered dishes.

How to read this sheet: each dish is listed with any of the eight allergens it contains. The eight we track are milk, egg, wheat, soy, tree nuts, peanut, sesame and shellfish.

Key facts:

Three of the ten dishes contain no wheat.

All burgers are served on wheat buns unless the customer asks for a lettuce wrap.

The satay sauce contains peanut and sesame.

A printed copy of this sheet is kept at the till and at the pass (the counter where dishes are collected).

a. Classify the text: is it organisational, informational or procedural? (1 mark)

b. Complete the sentence below. (2 marks)

One characteristic I can see is _____. It helps the reader because _____.

Question 2 (4 marks)

Match each characteristic (1–4) with the kind of text it is most likely to show (A–C). You will use one kind twice.

1. numbered steps the reader follows in order
2. a statement of who approved the document and when it will next be reviewed
3. facts in a neutral tone, with exact dates and numbers
4. a safety note placed beside the step it protects

A. organisational

B. informational

C. procedural

Question 3 (3 marks)

Joel Fenwick completes the check below every morning at Sandpiper Surf School.

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

Stimulus — Morning beach safety check (extract).

Sandpiper Surf School — Morning beach safety check

Outcome: a safe swimming zone marked before the first lesson at 9:00 am.

You will need: four safety flags, one radio, the tide-times card.

1 First, walk the beach and look for hazards (dangers such as rocks, rips and glass). A rip is a current that pulls swimmers away from the shore.

2 Next, check the tide-times card and note the high-tide time.

3 Then plant the flags to mark the swimming zone.

4 Finally, radio the desk and say the zone is open.

Warning: do not swim the zone yourself to test it. Mark it from the shore and wait for the senior instructor.

- a. State what the outcome line tells the reader. (1 mark)
- b. Identify two command verbs from steps 1 and 2. (2 marks)

Strategy. Scan the first word of each step — command verbs sit at the front, before the details.

Question 4 (3 marks)

Read the policy below.

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

Stimulus — Equipment borrowing policy (extract).

Ashgrove Youth Centre — Equipment borrowing policy

Policy number: AG-12. Version 3. Approved by the Centre Committee, 10 March 2026. Next review: March 2027.

This policy applies to all staff, volunteers and program participants of the Centre.

1 Equipment may be borrowed for Centre activities only.

2 Borrowers must record each item in the borrowing log, with the date and their name.

3 Equipment should be returned clean and complete by the due date.

4 Lost or damaged items must be reported to the coordinator within 24 hours.

Questions about this policy: contact the Centre office on (03) 5550 2244.

- a. Classify the text: is it organisational, informational or procedural? (1 mark)
- b. Complete the sentence below. (1 mark)

One characteristic that shows this is _____.

- c. State who this policy applies to, as the text says it. (1 mark)

Strategy. For official furniture, scan the top and bottom of the document first — policy numbers, versions, approvals and contacts sit at the edges, not in the middle.

Question 5 (4 marks)

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

Word box: characteristic · classify · command verb · justify · outcome line

- a. a word such as “Wipe” or “Check” that starts a step and tells the reader what to do
- b. to give reasons and evidence that support your answer
- c. a typical quality that helps you recognise which kind of thing something is
- d. to decide which group something belongs to, and say so

Question 6 (4 marks)

Read the two short texts below. Both are about the café’s dishwasher.

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

Stimulus — Two texts about the dishwasher (extracts).

Text A — Paperbark Café: the dishwasher — information for staff.

The café’s dishwasher (model W-60) was installed in June 2025. It uses 2.4 litres of water per rack. A service visit is due every six months; the last visit was on 4 August 2026. The machine washes at 65 °C and rinses at 82 °C.

Text B — Paperbark Café: cleaning the dishwasher at the end of the day.

- 1 Turn the dial to off.
- 2 Remove the filter and rinse it under hot water.
- 3 Wipe the door seal with a damp cloth.
- 4 Leave the door open so the machine dries overnight.

- a. State what kind of text Text A is. (1 mark)
- b. State what kind of text Text B is. (1 mark)
- c. Complete the sentence below. (2 marks)

Text B uses _____ but Text A does not, because Text B’s job is _____.

Unscaffolded

Question 7 (2 marks)

Read the memo below.

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

Stimulus — Staff memo (extract).

Yellowbox Landscaping — staff memo

To: all team

From: D. O’Rourke, Team Leader

Date: 8 September 2026

Re: personal phones on site

From Monday 14 September 2026, team members must not use personal phones while operating machinery. Phones may be used at meal breaks, in the depot.

This rule applies to all team members, including apprentices.

This memo is issued under the Yellowbox Landscaping Field Work Policy (version 4).

- a. Classify the memo: is it organisational, informational or procedural? (1 mark)
- b. Identify one characteristic of that kind of text, with evidence quoted from the memo. (1 mark)

Question 8 (3 marks)

Refer to the memo in Question 7.

The memo gives the reader information — for example, the date the change starts. Explain why it is still classified as organisational rather than informational. (3 marks)

Question 9 (2 marks)

Read the information sheet below.

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

Stimulus — Junior Surf program: information for parents (extract).

Sandpiper Surf School — Junior Surf program: information for parents

Updated for the 2026–27 season, 1 September 2026.

What the program is: an eight-week course that teaches junior surf safety and board skills.

When: Saturday mornings, 9:00 am to 11:00 am, 17 October to 5 December 2026.

Who it is for: children aged 8 to 13. Groups hold six juniors per instructor.

Cost: \$240.00 for the eight weeks, including a club rash vest (a thin, sun-safe top).

Where: the main beach, in front of the Sandpiper clubhouse.

Identify two characteristics of informational texts in this sheet. (2 marks)

Question 10 (3 marks)

Refer to the information sheet in Question 9.

Choose two characteristics of the sheet — for example its exact detail, its neutral tone or its headings — and explain how each one helps a parent use the sheet. (3 marks)

Question 11 (4 marks)

Read the closing procedure below.

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

Stimulus — Espresso machine: closing procedure (extract).

Paperbark Café — Espresso machine: closing procedure

Outcome: the machine clean, safe and ready for the morning shift.

Warning: the steam wand stays hot for 30 minutes after the machine is switched off.

1 Turn the power dial to off.

2 Remove the portafilters (the handles that hold the coffee baskets) and rinse the baskets.

3 Wipe the steam wand with a damp cloth, then purge it (let a short blast of steam through it) for two seconds.

4 Empty and rinse the drip tray.

5 Complete the checklist below and leave it on the machine.

Closing checklist: [] baskets rinsed [] wand wiped and purged [] drip tray empty [] power off

a. Identify the warning in this procedure and state the job it does. (2 marks)

b. Explain why the procedure ends with a checklist. (2 marks)

Question 12 (3 marks)

Read the three lines below. All three are about trailer safety at Yellowbox Landscaping, and all three come from different texts.

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

Stimulus — Three lines about trailer safety.

Line 1 (from the Field Work Policy): “Team members must check trailer lights before every trip.”

Line 2 (from the depot noticeboard summary): “In September 2026, two trailers failed their light checks during depot inspections.”

Line 3 (from the trailer setup card): “First, plug in the trailer lead. Next, test each light — indicators, brakes and tail.”

Classify each line: is it organisational, informational or procedural? (3 marks)

a. Line 1

b. Line 2

c. Line 3

Question 13 (4 marks)

Read the handbook extract below.

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

Stimulus — Staff handbook (extract).

Paperbark Café — Staff handbook 2026

Part A — Café rules

All staff must wash their hands before every shift. Staff should not wear strong perfume near the food area. These rules apply to every person on shift, including casual staff (staff hired shift by shift).

Part B — The menu and our suppliers

The café serves breakfast and lunch, seven days a week. Bread is delivered each morning from a bakery in the next street. Coffee beans are roasted in Geelong. The lunch menu changes each month. In August 2026 the café served 1,180 meals.

Part C — Opening the café

- 1 Unlock the front door and switch off the alarm.
- 2 Turn on the espresso machine and let it heat for 15 minutes.
- 3 Count the till float (the starting money in the till) and record the amount.
- 4 Put out the A-frame sign (the standing sign on the footpath).

Annotate the handbook extract: label each of Parts A, B and C with its kind of text (organisational, informational or procedural), and add one note explaining something a reader needs from Part A or Part B in order to use Part C properly. (4 marks)

Question 14 (4 marks)

Marta Vidal at Yellowbox Landscaping has been asked to create three texts:

- (i) a sheet for customers that explains what the three garden-care packages include, and what each one costs;
- (ii) a card that shows an apprentice how to refuel the brushcutter safely;
- (iii) a notice that sets out a new rule about who may drive the company ute.

a. For each text (i)–(iii), state the kind of text Marta should create: organisational, informational or procedural. (3 marks)

b. State one characteristic that text (ii) must include. (1 mark)

Question 15 (4 marks)

Amy Zhao at Paperbark Café has drafted a procedure for dealing with spills. Tessa Bright asks Amy to check her draft against this checklist:

Checklist: outcome line · numbered steps · command verbs · warning note

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

Stimulus — Spill procedure: first draft (extract).

Paperbark Café — “Spills on the café floor” — first draft by A. Zhao

Step 1: A warning sign is placed beside the spill by the closest staff member.

Step 2: Small spills should be wiped up with paper towels. For larger spills, the mop bucket is fetched from the storeroom.

Step 3: The floor will then dry in about five minutes.

Note: wet floors are slippery and people can fall.

- a. Identify two characteristics from the checklist that the draft *has*, and two that it is *missing*. (2 marks)
- b. Amy’s steps are written as descriptions (“The spill should be wiped up...”) instead of commands (“Wipe up the spill”). Explain one problem this causes for a reader who is in a hurry. (2 marks)

Question 16 (4 marks)

Read the policy below.

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

Stimulus — Lesson cancellation policy (extract).

Sandpiper Surf School — Lesson cancellation policy

Policy SP-07, version 2. Approved by the school manager, 12 August 2026. Next review: August 2027.

This policy applies to all enrolled students and their parents or carers.

1 Lessons cancelled by the school because of weather will be rescheduled at no cost.

2 Students must give 24 hours’ notice to cancel or move a lesson.

3 Cancellations with less than 24 hours’ notice may be charged at 50% of the lesson fee.

4 Credits should be used within six months of the issue date.

Questions about this policy: contact the front desk.

- a. Identify two characteristics of organisational texts in this policy. (2 marks)
- b. Explain why a policy carries a version number and an approval date. (2 marks)

Question 17 (3 marks)

Explain two ways that knowing the characteristics of the three kinds of text helps a reader who is handed a workplace text they have never seen before. (3 marks)

Question 18 (4 marks)

Joel Fenwick at Sandpiper Surf School is creating three texts for the junior camp:

- (i) a sign that states the beach rules for junior campers;
- (ii) a sheet that gives parents the facts about the equipment the school provides;
- (iii) a guide that shows campers how to carry and rinse a surfboard.

- a. For each text (i)–(iii), state one characteristic Joel must include, and name the kind of text it belongs to. (3 marks)
- b. Explain one way the job of the sign (i) is different from the job of the guide (iii). (1 mark)

Answers

- Q1. Classify (1) + explain (2).** **a.** Informational. **b.** A completed sentence linking one characteristic (exact detail; headings; neutral tone; checkable facts; the topic-first key-facts list) to a benefit for the reader.
- Q2. Match (4).** 1—C; 2—A; 3—B; 4—C.
- Q3. State (1) + identify (2).** **a.** What the reader will have achieved at the end: a safe swimming zone marked before the first lesson at 9:00 am. **b.** Any two of: walk; look; check; note.
- Q4. Classify (1) + explain (1) + state (1).** **a.** Organisational. **b.** A completed sentence citing evidence: the Centre’s name speaking for itself; rule words (may, must, should); the “applies to” line; the policy number, version and approval line. **c.** All staff, volunteers and program participants of the Centre.
- Q5. Match (4).** **a.** command verb; **b.** justify; **c.** characteristic; **d.** classify. (Extra word not needed: outcome line.)
- Q6. State (2) + explain (2).** **a.** Informational. **b.** Procedural. **c.** A completed sentence: Text B uses numbered steps / command verbs; because Text B’s job is to show the reader how to do something.
- Q7. Classify (1) + identify (1).** **a.** Organisational. **b.** Any one with quoted evidence: rule words (“must not use personal phones”; “may be used”); the defined group (“all team members, including apprentices”); the official furniture (To/From/Date/Re block; “issued under the ... Field Work Policy (version 4)”).
- Q8. Explain (3).** Route: the memo’s main job is to set a rule and speak for the organisation, not to give facts to know; the information it carries (such as the start date) is there to make the rule workable; the characteristics that show this are the rule words, the defined group and the official memo furniture. See Fully-worked solutions.
- Q9. Identify (2).** Any two of: exact detail (dates, times, ages, the cost \$240.00, group sizes); headings that organise the content; a neutral tone; checkable facts; the topic-first “What / When / Who / Cost / Where” layout.
- Q10. Explain (3).** Route: choose two characteristics and explain how each helps a parent — find information fast (headings), trust and compare the facts (exact detail), read without being pushed (neutral tone). See Fully-worked solutions.
- Q11. Identify (2) + explain (2).** **a.** The warning: the steam wand stays hot for 30 minutes after switch-off; its job is to keep staff safe by naming a danger they cannot see. **b.** Route: the checklist gives a way to confirm the job is finished — every task ticked, nothing missed, and a record left for the morning shift. See Fully-worked solutions.
- Q12. Classify (3).** **a.** Line 1 — organisational. **b.** Line 2 — informational. **c.** Line 3 — procedural.
- Q13. Annotate (4).** Labels: Part A organisational; Part B informational; Part C procedural; plus one note — e.g. Part C’s steps must follow Part A’s rules (hands washed before the shift; the machine is café equipment), or Part B’s facts (breakfast service, seven days) explain why the opening routine exists. See Fully-worked solutions.
- Q14. State (3) + state (1).** **a.** (i) informational; (ii) procedural; (iii) organisational. **b.** Any one characteristic of procedural texts: outcome line; numbered steps in order; command verbs; exact amounts; warning; completion check.
- Q15. Identify (2) + explain (2).** **a.** Has: numbered steps; warning note. Missing: outcome line; command verbs. **b.** Route: the steps describe rather than direct, so a reader in a hurry must work out who does what and in which order — slow when a floor is wet. See Fully-worked solutions.
- Q16. Identify (2) + explain (2).** **a.** Any two: the organisation speaks in its own name (approved by the school manager); rules, rights and responsibilities (24 hours’ notice; weather lessons rescheduled at no cost); rule words (will, must, may, should); the defined group (“all enrolled students and their parents or carers”); the official furniture (policy SP-07, version 2, approval and review dates). **b.** Route: they show the text is the current, officially agreed version — readers can trust it, staff apply the same rules to everyone, and old copies can be spotted and replaced. See Fully-worked solutions.
- Q17. Explain (3).** Route: two ways, each explained — e.g. characteristics let the reader classify quickly, and the kind tells them the text’s job and how to read it (follow steps / take facts / know a rule); characteristics also tell the reader

where to look (warnings near steps; approvals at the edges), and help them spot a weak text. See Fully-worked solutions.

Q18. *State (3) + explain (1).* **a.** One characteristic per text, correctly matched: (i) sign — rule words, the named group, the school speaking in its own name (organisational); (ii) sheet — exact detail, neutral tone, headings (informational); (iii) guide — numbered steps, command verbs, outcome line (procedural). **b.** The sign states rules for a group; the guide shows the reader how to do a task. See Fully-worked solutions.

Fully-worked solutions

Question 1

Classify (1): decide which kind. *Explain (2):* complete the frame — one characteristic plus its benefit for the reader.

Model response. **a.** Informational. **b.** One characteristic I can see is the exact detail — the sheet gives checkable facts such as “Three of the ten dishes contain no wheat”. It helps the reader because a staff member serving a customer with an allergy can trust the sheet and answer quickly, without guessing.

(Model response: 50 words)

Common errors: classifying the sheet as procedural because of the line “A printed copy of this sheet is kept at the till” — that line states a fact about where the sheet lives, not a step for the reader to follow.

Other fully creditable answers: **b.** any characteristic with a matching benefit — the headings (“How to read this sheet”, “Key facts”) help a reader find one dish fast; the neutral tone presents the facts without selling; the “Updated 1 May 2026” line shows the facts are current.

Question 2

Match (4): one line per pair; kind C is used twice.

Model response. 1—C; 2—A; 3—B; 4—C.

(Model response: 4 words)

Marker’s note: numbered steps and safety notes beside steps are hallmarks of procedural texts (C); approval and review statements are the official furniture of organisational texts (A); neutral-tone facts with exact dates and numbers are informational (B).

Question 3

State (1): give the outcome briefly. *Identify (2):* name two command verbs.

Model response. **a.** The outcome line tells the reader what the check achieves: a safe swimming zone, marked before the first lesson at 9:00 am. **b.** Two command verbs from steps 1 and 2 are “walk” and “check”.

(Model response: 36 words)

Common errors: naming “hazards” or “tide-times” — nouns, not verbs. A command verb is an action word the step tells the reader to do.

Other fully creditable answers: **a.** any wording that captures the achieved result and its deadline. **b.** any two of: walk; look; check; note.

Question 4

Classify (1) + explain (1) + state (1).

Model response. **a.** Organisational. **b.** One characteristic that shows this is the official furniture at the top — “Policy number: AG-12. Version 3. Approved by the Centre Committee, 10 March 2026”. **c.** It applies to “all staff, volunteers and program participants of the Centre”.

(Model response: 41 words)

Other fully creditable answers: **b.** any characteristic with evidence — the rule words (may, must, should); the “This policy applies to...” line; the contact line for questions.

Question 5

Match (4): one word per definition.

Model response. **a.** command verb; **b.** justify; **c.** characteristic; **d.** classify. The extra word is *outcome line* — the line in a procedure that says what the reader will have achieved at the end.

(Model response: 31 words)

Common errors: swapping classify (deciding the group) and justify (giving the reasons). Classify gives the answer; justify defends it.

Question 6

State (2): one kind per text. Explain (2): complete the frame — one B-only characteristic plus B’s job.

Model response. **a.** Text A is informational. **b.** Text B is procedural. **c.** Text B uses numbered steps that start with command verbs — “Turn”, “Remove”, “Wipe”, “Leave” — but Text A does not, because Text B’s job is to show the reader how to do something, while Text A’s job is to give facts about the machine.

(Model response: 54 words)

Marker’s note: part **c** needs both halves — a characteristic B has and A lacks, *and* the difference in job. “B uses steps because B is procedural” restates the answer instead of explaining it.

Question 7

Classify (1): name the kind. Identify (1): one characteristic with quoted evidence.

Model response. **a.** Organisational. **b.** One characteristic is the rule word: the memo says team members “must not use personal phones while operating machinery” — it sets a rule that binds a defined group, rather than simply giving facts.

(Model response: 36 words)

Other fully creditable answers: **b.** the defined group (“all team members, including apprentices”); the official furniture (the To/From/Date/Re memo block; “issued under the Yellowbox Landscaping Field Work Policy (version 4)”).

Question 8

Explain (3): give connected reasons — aim for a main-job claim plus supporting characteristics.

Model response. The memo is organisational because its main job is to set a rule, not to give facts to know. Everything in it serves the rule: the start date tells the team when the rule bites, and the “applies to” line tells them who is bound by it. The characteristics confirm this — the rule words “must not” and “may”, the defined group “all team members, including apprentices”, and the official furniture that ties the memo to the Field Work Policy. An informational text’s facts are the point; here the facts only exist to make the rule workable.

(Model response: 96 words)

Common errors: answering “because it has information in it” — nearly every organisational text carries some information. The classification turns on the *main job*: rules, facts or steps.

Marker’s note: award marks for the main-job reasoning (1), use of the memo’s characteristics as evidence (1), and the contrast with what an informational text does (1).

Question 9

Identify (2): name two characteristics.

Model response. Two characteristics of informational texts in this sheet are its exact detail — the sheet gives checkable facts such as the dates “17 October to 5 December 2026”, the times “9:00 am to 11:00 am”, the ages “8 to 13” and the cost “\$240.00” — and its headings, which sort the facts into “What”, “When”, “Who”, “Cost” and “Where” so a parent can find one fact fast.

(Model response: 65 words)

Other fully creditable answers: the neutral tone (the sheet states facts without selling the program); the “Updated ... 1 September 2026” currency line; the topic-first organisation.

Question 10

Explain (3): two characteristics, each linked to how a parent uses the sheet.

Model response. The exact detail helps a parent decide: because the sheet states the ages (“8 to 13”), the Saturday times and the full cost of \$240.00, a parent can check straight away whether the program fits their child and their budget, with nothing to guess. The headings help a parent use the sheet: a parent who only needs to know where to meet can go straight to “Where” without reading the whole sheet. Together, the two characteristics make the facts easy to trust and easy to find.

(Model response: 86 words)

Marker’s note: each characteristic must be tied to a use — deciding, finding, trusting. Listing characteristics without the tie earns one mark at best.

Other fully creditable answers: the neutral tone (the parent is not being sold to, so the facts can be trusted); the update line (the parent knows the facts are current for the 2026–27 season).

Question 11

Identify (2): find the warning and say its job. *Explain (2):* give reasons for the checklist.

Model response. a. The warning is “the steam wand stays hot for 30 minutes after the machine is switched off”. Its job is safety: it names a danger the reader cannot see — a wand that looks safe but still burns — and puts it beside the steps that touch the wand, so staff treat it with care even after the power is off. **b.** The checklist gives the closer a way to confirm the job is finished. Each task is ticked, so nothing is missed on a busy night, and the completed sheet left on the machine tells the morning shift that the close was done properly.

(Model response: 104 words)

Common errors: describing the warning’s content without stating its job — the mark is for what the warning *does* (protects the reader from an invisible danger at the right step).

Question 12

Classify (3): one kind per line.

Model response. a. Line 1 is organisational — it states a rule with the rule word “must”. **b.** Line 2 is informational — it reports a checkable fact with an exact number and month. **c.** Line 3 is procedural — it gives steps in order with command verbs (“plug in”, “test”) and order words (“First”, “Next”).

(Model response: 51 words)

Marker’s note: the classification alone earns each mark; the supporting reason is good practice and is required if a task says “classify and justify”.

Question 13

Annotate (4): three labels plus one note.

Model response. The labels:

- Part A “Café rules” = **organisational** (rules for a defined group, with rule words “must” and “should”).
- Part B “The menu and our suppliers” = **informational** (checkable facts with exact numbers — 1,180 meals in August 2026).
- Part C “Opening the café” = **procedural** (numbered steps in order, each starting with a command verb — “Unlock”, “Turn on”, “Count”, “Put out”).

The note: to use Part C properly, the reader needs Part A — the rules apply to “every person on shift”, so the person doing the opening routine must follow them, including washing hands before starting on the food area.

(Model response: 100 words)

Marker’s note: labels are awarded for the job each part does. The note must connect Part C to something in Part A or Part B — a free-standing comment about Part C alone does not earn the fourth mark.

Other fully creditable answers: the note may instead connect Part C to Part B — e.g. the café serves breakfast seven days a week, so the opening routine must be completed every morning; or the espresso machine in step 2 is the machine the café’s coffee service depends on.

Question 14

State (3): one kind per text. *State (1):* one characteristic of a procedural text.

Model response. a. (i) informational — the sheet’s job is to give customers facts about the packages and their costs. (ii) procedural — the card’s job is to show the apprentice how to do something safely. (iii) organisational — the notice’s job is to set a rule about who may drive the ute. **b.** Text (ii) must include numbered steps in the order they happen, so the apprentice refuels safely step by step.

(Model response: 68 words)

Common errors: choosing by topic instead of job — all three texts are about garden work, so the topic cannot decide. Ask what the reader does with the text: know facts, follow steps, or obey a rule.

Other fully creditable answers: **b.** any characteristic of procedural texts — an outcome line; command verbs; exact amounts (the fuel mix ratio); a warning about fuel safety; a completion check.

Question 15

Identify (2): two characteristics present, two missing. *Explain (2):* one problem caused by the missing command verbs.

Model response. a. The draft *has* numbered steps (Step 1, Step 2, Step 3) and a warning note (“wet floors are slippery and people can fall”). It is *missing* an outcome line — nothing says what a completed job looks like — and command verbs — the steps say “A warning sign is placed” and “The spill should be wiped up” instead of “Place a warning sign” and “Wipe up the spill”. **b.** Without command verbs, a reader in a hurry must stop and work out who does what. Description hides the action inside the sentence, so on a wet floor — where seconds matter — staff may hesitate, or each may assume someone else is doing the job.

(Model response: 112 words)

Marker’s note: “exact times” is not on this checklist; “about five minutes” is weak detail, but the two required missing items are the outcome line and the command verbs.

Question 16

Identify (2): two characteristics. *Explain (2):* give reasons for the version number and approval date.

Model response. a. Two characteristics of organisational texts in this policy are the official furniture — “Policy SP-07, version 2. Approved by the school manager, 12 August 2026. Next review: August 2027” — and the defined group it applies to: “all enrolled students and their parents or carers”. **b.** The version number and approval date show that this text is the current, officially agreed rule — not one person’s draft or an old copy. Readers can trust it, the school applies the same rules to every family, and if a printed copy shows an older version, staff know it must be replaced.

(Model response: 97 words)

Other fully creditable answers: **a.** the rule words (will, must, may, should); the school speaking in its own name with a contact for questions; the mix of rights and responsibilities (weather lessons rescheduled at no cost; 24 hours’ notice required).

Question 17

Explain (3): two ways, each with a reason.

Model response. First, characteristics let the reader classify a new text quickly, and the kind tells them the text's job: a procedural text is for following, so they read the steps in order and watch for warnings; an organisational text is for knowing a rule, so they check who it applies to and how firm it is; an informational text is for taking facts, so they look for dates and numbers. Second, characteristics tell the reader where to look: steps are numbered, warnings sit beside the steps they protect, and approvals and version numbers sit at the edges of a policy. A reader who knows the signs can use a text they have never seen, instead of reading it blind from start to finish.

(Model response: 122 words)

Marker's note: each way needs its explanation — “you can classify it” alone is a claim, not a reason. Two ways with reasons earns the marks; three shallow lists do not.

Question 18

State (3): one characteristic per text, correctly matched to its kind. *Explain (1):* the difference in job.

Model response. a. For the sign (i), Joel must include rule words and the named group — “All junior campers must...” — the characteristics of an organisational text, because the sign speaks for the school and sets rules. For the sheet (ii), he must include exact detail — the equipment list with sizes and numbers — a characteristic of an informational text, because the sheet gives parents facts to know. For the guide (iii), he must include numbered steps that start with command verbs — “Carry the board under your arm. Rinse it with fresh water.” — characteristics of a procedural text, because the guide shows campers how to do something. **b.** The sign's job is to state rules that campers must follow; the guide's job is to show them how to complete a task. One binds behaviour, the other teaches a skill.

(Model response: 135 words)

Common errors: giving a characteristic without naming its kind, or matching the right characteristic to the wrong text — a command verb on the sign would turn a rule into an instruction, and rules and instructions are different jobs.