

# Vocational Major Literacy Units 3 & 4

## Chapter 10 — Outcome-demonstration assessments

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# Task Sheet 1 — Unit 3 Outcome 1

## VCE Vocational Major Literacy · Unit 3 · Outcome 1

### Area of Study 1 (Topic 1): Accessing and understanding a range of informational, organisational and procedural texts

*Teacher template for school-based assessment. Complete the write-in fields, tick the options your school has selected, and photocopy one sheet per student. This sheet puts the study design's requirements in this book's own words; the pointer line at the end of the task options tells you where to check them in the VCAA study design. This study has no external examination: results are reported as S or N, and levels of achievement are a school decision.*

School: \_\_\_\_\_ · Class or group: \_\_\_\_\_

Teacher: \_\_\_\_\_ · Date issued: \_\_\_\_\_

Student name: \_\_\_\_\_ · Due date: \_\_\_\_\_

### Outcome

In this book's own words, the study design's assessment table sets this outcome (Unit 3, Outcome 1):

Students show they can find, read and understand the purpose, the audience and the context presented in a range of informational, organisational and procedural texts, by applying what they know to real-life documents.<sup>1</sup>

### Task options

In this book's own words: assessed tasks should give students a practical chance to apply the outcome, and one main task is selected for the assessment of this outcome (the study design's Unit 3, Outcome 1 task list):

- ☐ a set of annotations with summaries
- ☐ a research task
- ☐ an analysis of a case study

The study design also lists activities that sit alongside the main task. In this book's words, assessment includes several of these activities, or equivalent tasks, in which students apply and show what they have learned:

- ☐ a record of a guest speaker's presentation, with reflection on it
- ☐ photographs, signs or visuals with annotations
- ☐ answers to a set of structured questions

Check the full task options and conditions in the VCAA *VCE Vocational Major Literacy* study design — Unit 3, Outcome 1.

Task title (teacher completes): \_\_\_\_\_

Texts or documents for this task: \_\_\_\_\_

How the ticked activities will be completed, and when: \_\_\_\_\_

Drafts or planning submitted with the final work: ☐ Yes · ☐ No

### Conditions

In this book's own words, the study design sets these conditions (its satisfactory-completion rules): assessment must form part of the normal teaching and learning program, and it is completed mainly under teacher supervision, within a limited timeframe.

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<sup>1</sup> Teacher note: the study design prints this outcome's wording two ways. The Unit 3 outcome statement says "content" where the assessment table says "context". This sheet follows the assessment table — it is the assessment requirement. The difference is in the source document, not an error in this book.

Class time allowed for this task: \_\_\_\_\_

Supervision arrangements: \_\_\_\_\_

Materials permitted: \_\_\_\_\_

Submission format (written or digital): \_\_\_\_\_

## Criteria

In this book's own words: the VCAA publishes online support material for VM Literacy, and it includes advice on designing assessment tools, including rubrics.

The criteria used are the school's own, built against the outcome printed above and the key knowledge and key skills of this Area of Study.

Criteria or rubric reference (school completes): \_\_\_\_\_

Preparation in this book: Topic 1 — Chapters 1–3.

## Result

In this book's own words: every assessment tool for Units 3 and 4 is school-based, and each school decides its own procedures for judging levels of achievement.

The school reports the student's unit result to the VCAA as either S (Satisfactory) or N (Not Satisfactory). This book prints no letter grades and no study scores for this study.

Result for this outcome (teacher ticks): ☐ S — Satisfactory · ☐ N — Not Satisfactory

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Authentication

Work for this task is accepted only when the teacher can confirm, as far as the teacher knows, that every part of the work the student has not acknowledged is the student's own. The school's authentication procedures follow the *VCE Administrative Handbook*.

Student declaration: the work I submit for this task is my own, except where I have acknowledged the work of others.

Student signature: \_\_\_\_\_ · Date: \_\_\_\_\_

Teacher confirmation: to the best of my knowledge, all work submitted for this task that is not acknowledged is the student's own.

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Teacher notes

- Study design rule: a task used to demonstrate this outcome cannot be reused to demonstrate achievement of any other outcome, in any other unit, or in any other study.
- This booklet also contains Assessment 1 — Unit 3 Outcome 1, an outcome-demonstration assessment the school may use as one of its assessment tools for this outcome.
- Documents printed in Chapters 1–3 of this book are synthetic — each carries a note at first appearance saying it was written for this book. Schools may substitute real documents from their own setting.

## Task Sheet 2 — Unit 3 Outcome 2

### VCE Vocational Major Literacy · Unit 3 · Outcome 2

#### Area of Study 2 (Topic 2): Creating and responding to a range of organisational, informational or procedural texts

*Teacher template for school-based assessment. Complete the write-in fields, tick the options your school has selected, and photocopy one sheet per student. This sheet puts the study design's requirements in this book's own words; the pointer line at the end of the task options tells you where to check them in the VCAA study design. This study has no external examination: results are reported as S or N, and levels of achievement are a school decision.*

School: \_\_\_\_\_ · Class or group: \_\_\_\_\_

Teacher: \_\_\_\_\_ · Date issued: \_\_\_\_\_

Student name: \_\_\_\_\_ · Due date: \_\_\_\_\_

### Outcome

In this book's own words, the study design's assessment table sets this outcome (Unit 3, Outcome 2):

Students create organisational, informational and procedural texts based on a specific workplace or vocational experience.

### Task options

In this book's own words: assessed tasks should give students a practical chance to apply the outcome, and one main task is selected for the assessment of this outcome (the study design's Unit 3, Outcome 2 task list):

- ☐ a set of instructions that includes visuals or diagrams
- ☐ a brochure or report that includes visuals or diagrams
- ☐ a vlog

The study design also lists activities that sit alongside the main task. In this book's words, assessment includes several of these activities, or equivalent tasks, in which students apply and show what they have learned:

- ☐ a set of annotations with summaries
- ☐ photographs, signs or visuals with annotations
- ☐ a video, a podcast or an oral presentation
- ☐ answers to a set of structured questions
- ☐ a visual presentation — for example a graphic organiser, a concept or mind map, or a poster with annotations

Check the full task options and conditions in the VCAA *VCE Vocational Major Literacy* study design — Unit 3, Outcome 2.

Task title (teacher completes): \_\_\_\_\_

Workplace or vocational setting for this task: \_\_\_\_\_

How the ticked activities will be completed, and when: \_\_\_\_\_

Drafts or planning submitted with the final work: ☐ Yes · ☐ No

### Conditions

In this book's own words, the study design sets these conditions (its satisfactory-completion rules): assessment must form part of the normal teaching and learning program, and it is completed mainly under teacher supervision, within a limited timeframe.

Class time allowed for this task: \_\_\_\_\_

Supervision arrangements: \_\_\_\_\_

Materials permitted: \_\_\_\_\_

Submission format (written or digital): \_\_\_\_\_

Vlog recording and submission arrangements: \_\_\_\_\_

## Criteria

In this book's own words: the VCAA publishes online support material for VM Literacy, and it includes advice on designing assessment tools, including rubrics.

The criteria used are the school's own, built against the outcome printed above and the key knowledge and key skills of this Area of Study.

Criteria or rubric reference (school completes): \_\_\_\_\_

Preparation in this book: Topic 2 — Chapters 4–5.

## Result

In this book's own words: every assessment tool for Units 3 and 4 is school-based, and each school decides its own procedures for judging levels of achievement.

The school reports the student's unit result to the VCAA as either S (Satisfactory) or N (Not Satisfactory). This book prints no letter grades and no study scores for this study.

Result for this outcome (teacher ticks): ☐ S — Satisfactory · ☐ N — Not Satisfactory

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Authentication

Work for this task is accepted only when the teacher can confirm, as far as the teacher knows, that every part of the work the student has not acknowledged is the student's own. The school's authentication procedures follow the *VCE Administrative Handbook*.

Student declaration: the work I submit for this task is my own, except where I have acknowledged the work of others.

Student signature: \_\_\_\_\_ · Date: \_\_\_\_\_

Teacher confirmation: to the best of my knowledge, all work submitted for this task that is not acknowledged is the student's own.

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Teacher notes

- Study design rule: a task used to demonstrate this outcome cannot be reused to demonstrate achievement of any other outcome, in any other unit, or in any other study.
- This booklet also contains Assessment 2 — Unit 3 Outcome 2, an outcome-demonstration assessment the school may use as one of its assessment tools for this outcome.
- Documents printed in Chapters 4–5 of this book are synthetic — each carries a note at first appearance saying it was written for this book. Schools may substitute real documents from their own setting.

## Task Sheet 3 — Unit 4 Outcome 1

### VCE Vocational Major Literacy · Unit 4 · Outcome 1

#### Area of Study 1 (Topic 3): Understanding and engaging with literacy for advocacy

*Teacher template for school-based assessment. Complete the write-in fields, tick the options your school has selected, and photocopy one sheet per student. This sheet puts the study design's requirements in this book's own words; the pointer line at the end of the task options tells you where to check them in the VCAA study design. This study has no external examination: results are reported as S or N, and levels of achievement are a school decision.*

School: \_\_\_\_\_ · Class or group: \_\_\_\_\_

Teacher: \_\_\_\_\_ · Date issued: \_\_\_\_\_

Student name: \_\_\_\_\_ · Due date: \_\_\_\_\_

#### Outcome

In this book's own words, the study design's assessment table sets this outcome (Unit 4, Outcome 1):

Students show they understand how language is used in advocacy by producing written, visual and multimodal texts of many kinds that promote themselves, a product or a chosen community group.<sup>2</sup>

#### Task options

In this book's own words: assessed tasks should give students a practical chance to apply the outcome, and one main task is selected for the assessment of this outcome (the study design's Unit 4, Outcome 1 task list):

- ☐ a set of annotations with summaries
- ☐ a blog or a vlog
- ☐ a multimodal presentation made for promotion

The study design also lists activities that sit alongside the main task. In this book's words, assessment includes several of these activities, or equivalent tasks, in which students apply and show what they have learned:

- ☐ a case study
- ☐ a brochure or a pamphlet
- ☐ a video, a podcast or an oral presentation
- ☐ a visual presentation — for example a graphic organiser, a concept or mind map, or a poster with annotations
- ☐ a digital presentation

Check the full task options and conditions in the VCAA *VCE Vocational Major Literacy* study design — Unit 4, Outcome 1.

Task title (teacher completes): \_\_\_\_\_

Person, product or community group promoted: \_\_\_\_\_

Platform or format for the material: \_\_\_\_\_

How the ticked activities will be completed, and when: \_\_\_\_\_

Drafts or planning submitted with the final work: ☐ Yes · ☐ No

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<sup>2</sup> Teacher note: the study design prints this outcome's wording two ways. The Unit 4 outcome statement includes the word "a" before "chosen community group"; the assessment table leaves that "a" out. This sheet follows the assessment table — it is the assessment requirement. The difference is in the source document, not an error in this book.

## Conditions

In this book's own words, the study design sets these conditions (its satisfactory-completion rules): assessment must form part of the normal teaching and learning program, and it is completed mainly under teacher supervision, within a limited timeframe.

Class time allowed for this task: \_\_\_\_\_

Supervision arrangements: \_\_\_\_\_

Materials permitted: \_\_\_\_\_

Submission format (written or digital): \_\_\_\_\_

Recording and submission arrangements (recorded or digital task forms): \_\_\_\_\_

## Criteria

In this book's own words: the VCAA publishes online support material for VM Literacy, and it includes advice on designing assessment tools, including rubrics.

The criteria used are the school's own, built against the outcome printed above and the key knowledge and key skills of this Area of Study.

Criteria or rubric reference (school completes): \_\_\_\_\_

Preparation in this book: Topic 3 — Chapters 6–7.

## Result

In this book's own words: every assessment tool for Units 3 and 4 is school-based, and each school decides its own procedures for judging levels of achievement.

The school reports the student's unit result to the VCAA as either S (Satisfactory) or N (Not Satisfactory). This book prints no letter grades and no study scores for this study.

Result for this outcome (teacher ticks): [ ☐ ] S — Satisfactory · [ ☐ ] N — Not Satisfactory

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Authentication

Work for this task is accepted only when the teacher can confirm, as far as the teacher knows, that every part of the work the student has not acknowledged is the student's own. The school's authentication procedures follow the *VCE Administrative Handbook*.

Student declaration: the work I submit for this task is my own, except where I have acknowledged the work of others.

Student signature: \_\_\_\_\_ · Date: \_\_\_\_\_

Teacher confirmation: to the best of my knowledge, all work submitted for this task that is not acknowledged is the student's own.

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Teacher notes

- Study design rule: a task used to demonstrate this outcome cannot be reused to demonstrate achievement of any other outcome, in any other unit, or in any other study.
- This booklet also contains Assessment 3 — Unit 4 Outcome 1, an outcome-demonstration assessment the school may use as one of its assessment tools for this outcome.
- Documents and promotional material printed in Chapters 6–7 of this book are synthetic — each carries a note at first appearance saying it was written for this book. Schools may substitute real material from their own setting.



## Task Sheet 4 — Unit 4 Outcome 2

### VCE Vocational Major Literacy · Unit 4 · Outcome 2

#### Area of Study 2 (Topic 4): Speaking to advise or to advocate

*Teacher template for school-based assessment. Complete the write-in fields, tick the options your school has selected, and photocopy one sheet per student. This sheet puts the study design's requirements in this book's own words; the pointer line at the end of the task options tells you where to check them in the VCAA study design. This study has no external examination: results are reported as S or N, and levels of achievement are a school decision.*

School: \_\_\_\_\_ · Class or group: \_\_\_\_\_

Teacher: \_\_\_\_\_ · Date issued: \_\_\_\_\_

Student name: \_\_\_\_\_ · Due date: \_\_\_\_\_

#### Outcome

In this book's own words, the study design's assessment table sets this outcome (Unit 4, Outcome 2):

Students negotiate the topic they choose for an oral presentation, and complete it — a presentation that showcases their reflections on, and evaluations of, their learning.<sup>3</sup>

#### Topic and route

In this book's own words, the study design sets these rules for the presentation (Unit 4, Area of Study 2):

The presentation is developed in consultation with the teacher, and it should centre on an area that interests the student, with a vocational or personal focus that is clearly stated. The study design encourages students to connect this area of study with what they are learning in Unit 4 of Work Related Skills or of Personal Development Skills.

Route (teacher ticks one). Students not studying Work Related Skills or Personal Development Skills select one of the two options:

- ☐ connection to Unit 4 of Work Related Skills or Personal Development Skills
- ☐ Option 1: Literacy for civic participation
- ☐ Option 2: Literacy for everyday personal contexts<sup>4</sup>

The two options, in this book's own words:

**Option 1 — Literacy for civic participation.** The student delivers either an informative or an instructional presentation about an area of civic participation that interests them personally.

**Option 2 — Literacy for everyday personal contexts.** The student delivers either an informative or an instructional presentation about an area of personal management that holds their interest.

Topic agreed with the teacher: \_\_\_\_\_

Focus of the topic (vocational or personal): \_\_\_\_\_

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<sup>3</sup> Teacher note: the study design prints this outcome's wording two ways. The Unit 4 outcome statement reads "showcases"; the assessment table reads "showcase". This sheet puts the outcome in its own words and follows the assessment table — it is the assessment requirement. The difference is in the source document, not an error in this book.

<sup>4</sup> Teacher note: the study design prints this option's name two ways — it reads "everyday contexts" in the Area of Study 2 passage and "everyday personal contexts" in the option heading used here. The difference is in the source document, not an error in this book.

## Task options

In this book's own words: assessed tasks should give students a practical chance to apply the outcome, and one main task is selected for the assessment of this outcome (the study design's Unit 4, Outcome 2 task list):

- ☐ a video, a podcast or an oral presentation
- ☐ a digital portfolio presentation

The study design also lists activities that sit alongside the main task. In this book's words, assessment includes several of these activities, or equivalent tasks, in which students apply and show what they have learned:

- ☐ a set of summaries
- ☐ a reflective journal or a diary

Check the full task options and conditions in the VCAA *VCE Vocational Major Literacy* study design — Unit 4, Outcome 2.

Task title (teacher completes): \_\_\_\_\_

Presentation length (school sets): \_\_\_\_\_

Audience and setting: \_\_\_\_\_

How the ticked activities will be completed, and when: \_\_\_\_\_

Drafts, rehearsal notes or planning submitted with the final work: ☐ Yes · ☐ No

## Conditions

In this book's own words, the study design sets these conditions (its satisfactory-completion rules): assessment must form part of the normal teaching and learning program, and it is completed mainly under teacher supervision, within a limited timeframe.

Class time allowed for preparation and rehearsal: \_\_\_\_\_

Supervision arrangements: \_\_\_\_\_

Materials permitted: \_\_\_\_\_

Recording and submission arrangements (recorded task forms): \_\_\_\_\_

## Criteria

In this book's own words: the VCAA publishes online support material for VM Literacy, and it includes advice on designing assessment tools, including rubrics.

The criteria used are the school's own, built against the outcome printed above and the key knowledge and key skills of this Area of Study.

Criteria or rubric reference (school completes): \_\_\_\_\_

Preparation in this book: Topic 4 — Chapters 8–9.

## Result

In this book's own words: every assessment tool for Units 3 and 4 is school-based, and each school decides its own procedures for judging levels of achievement.

The school reports the student's unit result to the VCAA as either S (Satisfactory) or N (Not Satisfactory). This book prints no letter grades and no study scores for this study.

Result for this outcome (teacher ticks): ☐ S — Satisfactory · ☐ N — Not Satisfactory

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Authentication

Work for this task is accepted only when the teacher can confirm, as far as the teacher knows, that every part of the work the student has not acknowledged is the student's own. The school's authentication procedures follow the *VCE Administrative Handbook*.

Student declaration: the work I submit for this task is my own, except where I have acknowledged the work of others.

Student signature: \_\_\_\_\_ · Date: \_\_\_\_\_

Teacher confirmation: to the best of my knowledge, all work submitted for this task that is not acknowledged is the student's own.

Teacher signature: \_\_\_\_\_ · Date: \_\_\_\_\_

## Teacher notes

- Study design rule: a task used to demonstrate this outcome cannot be reused to demonstrate achievement of any other outcome, in any other unit, or in any other study.
- This booklet also contains Assessment 4 — Unit 4 Outcome 2, an outcome-demonstration assessment the school may use as one of its assessment tools for this outcome.
- The student's reflections and evaluations of learning may be collected through the ticked activities — for example, a reflective journal or diary, or a series of summaries.

## Assessment 1 — Unit 3 Outcome 1

*This assessment demonstrates Unit 3 Outcome 1 — accessing and understanding a range of informational, organisational and procedural texts. It draws on the knowledge and skills taught in Chapters 1, 2 and 3 of this book. Section A has 20 multiple-choice questions, 1 mark each. Section B has 6 short-answer questions, 20 marks in total. The assessment is worth 40 marks. Answer every question. How your school records the result for this outcome is a school decision — your teacher will explain. All texts, people, organisations and web addresses in this assessment are synthetic — they were created for this book.*

### Section A — Multiple-choice questions

*Choose the response that is correct for each question. Each question is worth 1 mark.*

**Stimulus for Questions 1–3 — Merebrook Insurance: home contents claim form (extract). Policy**

**number:** HC-51207 · **Policyholder:** Isla Vernon, 14 Tanner Street, Drayside

**Section 1 — Incident details.** The date of the incident, and what happened.

**Section 2 — Items claimed.** Each damaged item and its replacement value.

**Section 3 — Attachments.** Tick each item you enclose: ☐ receipts ☐ photographs ☐ police report number

**Section 4 — Excess.** Your policy excess is \$500.00.

**Declaration.** I declare that the information on this form is true and complete, and I sign and date the form below.

**Conditions (extract):** Claims must reach us within 30 days of the incident. Items used for a business are not covered under this policy. A claim form is not valid until every section is completed, signed and dated. Isla is claiming for tools and outdoor settings that were ruined when her garden shed was damaged in a storm on Friday 30 October 2026.

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

#### Question 1

Section 3 is a list of tick boxes. What is this checklist for?

- A. It calculates the total value of the damaged items.
- B. It helps Isla enclose everything the claim needs, and shows Merebrook what arrived with the form.
- C. It records when the storm damage happened.
- D. It states the amount Isla must pay first on the claim.

#### Question 2

Which line tells Isla the time limit for getting the claim to Merebrook?

- A. “A claim form is not valid until every section is completed, signed and dated.”
- B. “Items used for a business are not covered under this policy.”
- C. “Claims must reach us within 30 days of the incident.”
- D. “I declare that the information on this form is true and complete.”

### Question 3

Isla completes Sections 1 to 3, leaves Section 4 blank, and posts the form without signing it. According to the form, what is the result?

- A. Merebrook will process the claim, then write to Isla for the missing parts.
- B. The claim will be processed, because Sections 1 to 3 carry the incident details.
- C. Merebrook will complete Section 4 and sign the form for Isla.
- D. The claim is not valid — the conditions say a claim form is not valid until every section is completed, signed and dated.

**Stimulus for Questions 4 and 5 — Merebrook Insurance: letter to a policyholder. Merebrook**

**Insurance** · PO Box 47, Drayside · [claims@merebrook.example.com.au](mailto:claims@merebrook.example.com.au)

Friday 20 November 2026

Dear Ms Vernon

**Claim HC-51207 — outcome**

We have assessed your home-contents claim for the storm damage of Friday 30 October 2026. We accept your repairer's quote of \$1,875.50. Your policy excess of \$500.00 applies, and we will pay the balance into your bank account within 10 business days of this letter.

If you do not agree with this decision, you may ask us for an internal review — a fresh look at your claim by a different claims officer. Your request must reach us by Friday 18 December 2026.

Claims Officer

Merebrook Insurance

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

### Question 4

The letter promises payment “within 10 business days of this letter”. Business days are Monday to Friday, counting from the day after the date of the letter. What is the last day of that 10-business-day period?

- A. Friday 4 December 2026
- B. Monday 30 November 2026
- C. Friday 27 November 2026
- D. Friday 18 December 2026

### Question 5

Isla believes the accepted quote is too low. What should she do, and by when?

- A. Phone the claims line within 10 business days and ask for more money.
- B. Lodge a new claim form within 30 days of the storm.
- C. Write to Merebrook asking for an internal review, so that the request reaches them by Friday 18 December 2026.
- D. Wait for the payment, then send it back if she still disagrees.

**Stimulus for Questions 6 and 7 — Boxgum Skills Centre: “How to enrol” web page (extract).**

([www.boxgumskills.edu.au](http://www.boxgumskills.edu.au)) **Certificate II in Furniture Making — evening classes, government-funded for eligible students.**

Step 1: Come to a free information session, or phone the course team on (03) 5550 4188.

Step 2: Book an enrolment appointment. Bring photo ID and proof of any concession you hold.

Step 3: Pay the materials fee, or ask about a payment plan.

Enrolments for 2027 evening classes close Friday 27 November 2026. Places in the furniture workshop are limited to 16.

Questions? Phone (03) 5550 4188 (weekdays 9.00 am–4.00 pm) or email enrol@boxgumskills.example.  
Last updated: 2 March 2026.

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

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

### Question 6

Jonah wants to enrol in this course. He opens the page in November 2026, and the foot of the page says “Last updated: 2 March 2026”. What should he do before he trusts the closing date?

- A. Trust the closing date — web pages update themselves.
- B. Cross-check with the course team by phone, because the page may not show the latest information.
- C. Wait until the 2027 course guide is printed.
- D. Ask a friend what they remember about the course.

### Question 7

Jonah decides to phone the course team. Which habit should he use for the call?

- A. Phone without notes and let the conversation supply the questions.
- B. Phone several times until someone gives the answer he wants.
- C. Rely on memory — writing during a call is impolite.
- D. Write his questions down first, and record each answer with the date and the name of the person he speaks to.

#### **Stimulus for Questions 8 and 9 — Boxgum Skills Centre Course Guide 2027: Sasha’s phone screen.**

Sasha has the course guide open as a PDF. Its contents list reads:

1 About Boxgum Skills Centre ... 2 · 2 How to enrol ... 4 · 3 Course fees, payment plans and refunds ... 7  
· 4 Certificate II in Furniture Making ... 9 · 5 Student support and counselling ... 16 · 6 Campus map and  
parking ... 18 · Index ... 19

Sasha types “money back” into the PDF’s search box. The search finds nothing.

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

### Question 8

Why does the search find nothing?

- A. The search box matches words, not meanings — the guide says “refunds”, not “money back”.
- B. The guide holds no information about money.
- C. Her phone cannot open PDF files.
- D. Search boxes only work on the index at the back of a guide.

### Question 9

Further into the guide, Sasha sees the heading “3.2 Payment plans”. What does the number 3.2 tell her?

- A. She is reading page 32 of the guide.
- B. She is reading the second part of section 3.
- C. She is reading section 2 of the guide’s third chapter.
- D. She is reading the second entry in the index.

**Stimulus for Questions 10 and 11 — The Saltbush Oven: email to staff.** From: Maggie (head baker) ·  
To: All staff · Date: Monday 9 November 2026  
Subject: Weekend hours and the December roster  
From Saturday 14 November 2026 the café is moving to refreshed weekend hours: we open at 7.00 am instead of 6.30 am. The bakery counter still opens at 6.00 am on market days.  
The December roster goes up on Wednesday 2 December. Please check the board yourself — reminders will not be sent.

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

### Question 10

The email calls the change “refreshed weekend hours” instead of “a later opening time”. What is this careful wording doing?

- A. Hiding a second, bigger change later in the email.
- B. Making the sentence legally binding.
- C. Framing the change in a positive way — “refreshed” sounds like an improvement rather than a later start.
- D. Showing that the opening hours have not changed.

### Question 11

The last line says: “Please check the board yourself — reminders will not be sent.” What does this line suggest for staff?

- A. A staff member who does not check the board may miss their December shifts.
- B. December rosters at the café are always posted late.
- C. Maggie will message everyone when the roster goes up.
- D. The café will close during December.

**Stimulus for Questions 12 and 13 — The Saltbush Oven: draft social-media post, typed in a hurry.**  
“Fresh bread every friday!! dont miss out their is nothing like it see you at the counter”

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

## Question 12

The post says “their is nothing like it”. Which correction fixes this error?

- A. Change “their” to “they’re” — “they’re is nothing like it”.
- B. Change “their” to “thier” — that is the correct spelling.
- C. Leave the word — “their” is already correct here.
- D. Change “their” to “there” — “there is nothing like it”.

## Question 13

The draft is one long run. Which version punctuates and capitalises it correctly?

- A. “Fresh bread every friday! Dont miss out, their is nothing like it. See you at the counter.”
- B. “Fresh bread every Friday. Don’t miss out. There is nothing like it. See you at the counter.”
- C. “fresh bread every friday, dont miss out, their is nothing like it, see you at the counter”
- D. “Fresh bread every Friday don’t miss out there is nothing like it see you at the counter”

**Stimulus for Questions 14–16 — Longkiln Community House: community charter (extract) and event flyer. *Community charter (extract):***

**Who we are:** Longkiln Community House runs courses, rooms and support for the people of Longkiln and the surrounding district.

**What we promise:** We will welcome everyone with respect. We will keep your personal information private. We will acknowledge any complaint within 5 business days and give you a written response within 20 business days.

**What we ask of you:** Treat our volunteers and neighbours with kindness. Tell us if something is not working — we will listen.

**How to reach us:** hello@longkilnch.example.org · 9 Wesley Street, Longkiln

Reviewed every two years. Last reviewed: March 2026. *Event flyer:*

**HOLIDAY CRAFT MORNING!**

Make it, wrap it, take it home!

Friday 15 January 2027 · 10.00 am–12.00 pm · Longkiln Community House, 9 Wesley Street

\$6.00 per person · \$4.00 with a concession card — materials and morning tea included

**Bookings essential — places are limited.** Book by Tuesday 12 January 2027:

hello@longkilnch.example.org

*One booking per family. Children must be accompanied by an adult.*

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

## Question 14

The charter’s last line reads: “Reviewed every two years. Last reviewed: March 2026.” Which charter feature is this?

- A. The review date — it tells the reader how often the charter is checked and when it was last reviewed.
- B. The complaints promise, with its two deadlines.
- C. The House’s list of values.
- D. A legal contract that visitors must sign.

### Question 15

The flyer says: “Bookings essential — places are limited.” What does this line suggest to a reader who wants to come?

- A. The craft morning is already fully booked.
- B. Visitors may turn up on the day without booking if they come early.
- C. Booking costs more than the \$6.00 entry.
- D. Anyone who wants a place should book early, because the morning may fill.

### Question 16

Eva’s grandmother cannot use email. She wants to know what the House promises its visitors. Why does Eva give her the charter rather than the flyer?

- A. The charter is a legally binding contract, and the flyer is not.
- B. The flyer does not say when the event runs.
- C. The charter’s job is to state the House’s promises; the flyer’s job is to advertise one event.
- D. The charter is longer, and a longer text is always more reliable.

**Stimulus for Questions 17 and 18 — transcript: Longkiln Community House committee meeting, Monday 8 March 2027.** *A transcript shows speech in writing; delivery cues appear in square brackets.*

CLEO (chair): First item — feedback on the Holiday Craft Morning. Beau?

BEAU: Nineteen people came, and every place was filled. Morning tea cost more than we budgeted, so —

ZARA: [cutting in] That is only because January is quiet —

CLEO: Zara, let Beau finish, please. Beau, go on.

BEAU: Thanks. For the autumn fair, I would like us to look at two options: charge \$7.00 for morning tea, or find a different caterer.

ZARA: Sorry — I jumped in too fast.

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

### Question 17

Zara cuts across Beau, and Cleo says, “Zara, let Beau finish, please.” Which convention of discussion is Cleo applying?

- A. Staying on topic — side issues are parked until later.
- B. One voice at a time — members do not interrupt, and the chair gives the floor back.
- C. Attacking the idea, not the person.
- D. Supporting every claim with a reason or evidence.

### Question 18

Hana wants the committee to check what other community houses charge before it decides. Which opening builds on what Beau has just said?

- A. “Following on from Beau’s two options — could we check what other community houses charge before we decide?”
- B. “Let us move on to the next item.”
- C. “Beau always worries too much about money.”
- D. “Can we vote on this now?”

**Stimulus for Questions 19 and 20 — transcript: Saturday-morning briefing at The Saltbush Oven.** *A transcript shows speech in writing; delivery cues appear in square brackets.* MAGGIE: [holds up the day's order sheet] The Dacey Road deli order goes out at eleven — that is earlier than usual. [stressing 'eleven'] Ravi, you pack the crates; Ella drives the trolley across. [looks at each person as she names their job] This Saturday Ravi is not at the briefing — he is home sick, so Maggie phones him the same instructions instead.

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

### Question 19

Which part of the briefing does not work the same way over the phone?

- A. The words she uses — words cannot travel through a phone.
- B. Her pace — the speed of speech cannot be heard on a phone.
- C. Holding up the order sheet — the phone carries her voice only, so Ravi cannot see what she holds up.
- D. Her stress on the word “eleven” — stress only works face to face.

### Question 20

Maggie stresses the word “eleven” in “The Dacey Road deli order goes out at ELEVEN — that is earlier than usual.” What does the stress tell the team?

- A. She is not sure of the time — that is what stress shows.
- B. She is annoyed with the deli.
- C. She is speaking loudly for the whole briefing.
- D. The time is the most important part of the message — the order goes out at eleven, earlier than the team is used to.

*End of Section A*

## Section B — Short-answer questions

*Answer every question in the space provided. One ruled line is provided for each mark.*

### Question 21 (3 marks)

**Stimulus for Question 21 — Longkila Community House: community charter (extract).** **What we promise:** We will welcome everyone with respect. We will keep your personal information private. We will acknowledge any complaint within 5 business days and give you a written response within 20 business days.

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

Eva reads the charter with her grandmother, who is thinking about joining a course at the House.

- a. In your own words, state what the House promises to do when a complaint arrives. 2 marks

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- b. Her grandmother says, “So if I complain, they will have it fixed within five days.” Is that what the charter says? Explain using the charter’s words. 1 mark

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**Question 22** (3 marks)

**Stimulus for Question 22 — Dacey Property Rentals: incoming condition report (extract).** Property: 2/12 Dacey Road, Drayside · Move-in date: Saturday 6 March 2027  
Record the condition of every room. Note any damage, however small, on this form before you move your things in. Attach dated photographs if you can. Both your copy and the agent's copy must be signed. Keep your copy — it is the record used when the bond is returned.  
Rooms are listed one by one: living room, kitchen, bedrooms, bathroom, outdoor area.

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

Noah is renting his first flat. The agent hands him this form at the door.

**a.** Explain one way this form protects Noah when he moves out. 1 mark

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**b.** The agent says small marks are “not worth writing down”. What should Noah do, and why? 1 mark

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**c.** State two things Noah should do with the form once it is filled in. 1 mark

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**Question 23** (4 marks)

**Stimulus for Question 23 — Drayside Tax Practice: advice letter (extract).** Drayside Tax Practice — tax agents · 12 Whitcombe Street, Drayside · (03) 5550 3175  
Friday 5 March 2027  
Dear Ms Kaur  
**Your 2026 tax return — outcome and next steps**  
1. The tax office has finished assessing your 2026 return.  
2. You will receive a refund of \$486.20, paid into the bank account you nominated.  
3. The tax office aims to pay refunds within 28 days of assessment, so watch your account during March.  
**In plain terms:** nothing more is needed from you this year. Keep this letter with your 2026 records.  
**Next steps:** if the refund has not arrived by Friday 9 April 2027, phone our office on (03) 5550 3175 and ask for R. Trent, your tax agent.  
Yours sincerely  
R. Trent — Tax Agent, Drayside Tax Practice

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

**a.** Name the part of the letter that gives the main message in a few plain words. 1 mark

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**b.** State what the bold subject line does for the reader. 1 mark

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**c.** Explain how the “Next steps” part helps Ms Kaur. 1 mark

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**d.** The sign-off gives a role as well as a name — “R. Trent — Tax Agent”. Explain why the letter gives the role. 1 mark

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**Question 24 (3 marks)**

**Stimulus for Question 24 — The Saltbush Oven: job advertisement in the café window. Weekend counter hand wanted**

Hours: Saturday and Sunday, 7.00 am–1.00 pm

Pay: \$28.75 per hour

Start date: Saturday 5 December 2026

To apply: bring a one-page resume to the counter, or email [apply@saltbushoven.example.com.au](mailto:apply@saltbushoven.example.com.au)

Applications close: Friday 20 November 2026. Interviews: Tuesday 24 November 2026.

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

Eva is looking for her first job. She reads this advertisement in the café window.

**a.** State the purpose of the advertisement.

1 mark

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**b.** Explain one way the advertisement works well for a reader like Eva — think about how easily she can find, understand and use the information.

1 mark

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**c.** Eva’s friend says, “The advertisement is effective because it looks friendly.” Explain why looking friendly is not the same as being effective.

1 mark

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**Question 25 (3 marks)**

**Stimulus for Question 25 — transcript: recorded phone message at The Saltbush Oven.** *A transcript shows speech in writing; delivery cues appear in square brackets.* MAGGIE (recorded message): [fast, flat, no pauses] Sunday shift starts at eight not nine because of the market Ella on counter Ravi on deliveries the market order goes at ten call me back if you got this

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

**a.** Identify one delivery problem in this recording.

1 mark

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**b.** Explain one effect the delivery has on a listener who is trying to remember their job.

1 mark

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**c.** Maggie records the message again. State one change she should make, and explain how it helps.

1 mark

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**Question 26 (4 marks)**

**Stimulus for Question 26 — Longkila Community House: draft note for the noticeboard, typed by a new volunteer.** “autumn fair on saturday 3 april! bring a plate. its going to be a great day with games for the kids and morning tea at 11. we have organized a cake stall dont be late see you there”

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

- a.** The draft contains at least four errors in the conventions of literacy. Identify four errors and give the correction for each. 4 marks

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## Assessment 1 — Answers and solutions

*The multiple-choice key is given first. Short-answer entries give the must-includes — the content your answer has to contain. Full models for every question, and the reasoning for every multiple-choice option, are in the fully-worked solutions below.*

**Section A key.** 1 B · 2 C · 3 D · 4 A · 5 C · 6 B · 7 D · 8 A · 9 B · 10 C · 11 A · 12 D · 13 B · 14 A · 15 D · 16 C · 17 B · 18 A · 19 C · 20 D

**Q21.** *State in own words (2) + explain (1).* **a.** the House will say that the complaint has arrived within 5 business days, and will send an answer in writing within 20 business days — both halves, in the student’s own words; **b.** no — the 5 business days covers only the acknowledgment, and the written response may take up to 20 business days. See the fully-worked solutions for the model.

**Q22.** *Explain (2) + state (1).* **a.** the form records the flat’s condition before move-in, so damage that was already there cannot be blamed on Noah when the bond is returned; **b.** write the small marks down anyway — the form says to note any damage, however small, and his copy is the record used later; **c.** any two: sign both copies; keep his own signed copy; attach dated photographs. See the fully-worked solutions for the model.

**Q23.** *Name (1) + state (1) + explain (2).* **a.** the “In plain terms” summary; **b.** it names the letter’s business before any detail, so the reader knows at a glance what the letter is about; **c.** it tells Ms Kaur what to do if the refund is late, and who to ask for; **d.** the role shows that a named, qualified person stands behind the advice. See the fully-worked solutions for the model.

**Q24.** *State (1) + explain (2).* **a.** the advertisement tells readers that The Saltbush Oven is hiring a weekend counter hand, and gives them what they need to apply; **b.** one strength on the find, understand or use test, with a feature of the ad named; **c.** effective means the reader can find, understand and use the information — a friendly look is design alone and tells Eva nothing she can act on. See the fully-worked solutions for the model.

**Q25.** *Identify (1) + explain (1) + state and explain (1).* **a.** any one delivery problem: no pauses, too fast, flat tone; **b.** one effect on a listener who hears the message once; **c.** one fix — such as pausing after each instruction, or slowing down on the times — plus how it helps. See the fully-worked solutions for the model.

**Q26.** *Identify and correct (4).* Any four of: “autumn fair on saturday 3 april” → “Autumn fair on Saturday 3 April” (capitals); “its” → “It’s” (apostrophe); “organized” → “organised” (Australian spelling); “dont” → “don’t” (apostrophe); “dont be late see you there” → two separate sentences (run-on). See the fully-worked solutions for the model.

### Fully-worked solutions

*Command terms in this assessment:* **choose** — pick the correct response; **state** — give briefly, without elaboration; **identify** — name or point at directly; **name** — give the name of; **explain** — make the reason clear (how or why).

*Section A — multiple choice. Every explanation gives the reason the key is right and the reason each distractor fails.*

**Q1. B.** The Section 3 checklist names the supporting documents a claim needs — receipts, photographs, a police report number — so Isla can tick off everything she encloses, and Merebrook can see what arrived with the form (Section 2A). *Why the others fail:* **A** — replacement values are listed in Section 2; a tick-box checklist calculates nothing. **C** — the date of the incident is recorded in Section 1. **D** — the amount Isla pays first is the excess, stated in Section 4.

**Q2. C.** “Within 30 days of the incident” is the only line that gives a time limit — the deadline for getting the claim to Merebrook (Section 1D). *Why the others fail:* **A** — states a condition for the form’s validity, with no time attached. **B** — states an exclusion, not a deadline. **D** — is the declaration wording: a promise of truth, not a time limit.

**Q3. D.** The conditions are explicit: a claim form is not valid until every section is completed, signed and dated — so a form with Section 4 blank and no signature is not a valid claim (Sections 2A and 3A). *Why the others fail:* **A** — nothing on the form promises processing with missing parts; an invalid form does not start the claim at all. **B** — Sections 1 to 3 alone are not enough: validity needs every section plus the signature and date. **C** — an insurer never completes or signs a declaration for the policyholder; the signature is Isla’s own statement that the information is true.

**Q4. A — Friday 4 December 2026.** Counting business days from the day after the letter: 23–27 November gives five, and 30 November to 4 December gives ten, so the last day of the period is Friday 4 December 2026 (Section 3A). *Why the others fail:* **B** — 30 November is ten calendar days after the letter; weekends are not business days. **C** — 27 November is only five business days, half the period. **D** — 18 December is the internal-review deadline: a different date doing a different job.

**Q5. C.** The letter names the route and its deadline: an internal review — a fresh look by a different claims officer — requested in writing, reaching Merebrook by Friday 18 December 2026 (Sections 2A and 3A). *Why the others fail:* **A** — 10 business days is the payment period, not a review window, and the letter asks for a written request, not a call. **B** — a second form for the same storm changes nothing; the review is the route the letter names. **D** — sending the payment back is not a review request, and it misses the 18 December deadline.

**Q6. B.** The page was last updated in March and Jonah reads it in November — eight months later. The five-question check ends with a cross-check: phone the course team, the body responsible for the information, and confirm the closing date still stands (Sections 1A and 3A). *Why the others fail:* **A** — pages change only when someone edits them; a printed “last updated” date is a warning, not a guarantee. **C** — waiting could cost him the 27 November deadline; a phone call settles it today. **D** — “someone told me” is not a check on the provider’s own information.

**Q7. D.** The house habit for phone calls: write the questions down first, then record each answer with the date and the name of the person who gave it — so Jonah holds something he can act on, and someone to ask for if the answer changes (Sections 1A and 3A). *Why the others fail:* **A** — an unplanned call forgets the questions that matter; the need goes into one sentence before the call. **B** — ringing until he likes an answer is not a check; the first recorded, named answer is the record. **C** — nothing is impolite about writing during a call; memory is exactly what fails.

**Q8. A.** A search box matches words, not meanings: the guide uses “refunds”, so “money back” finds nothing. Sasha should search the guide’s own word, or use the contents list — section 3 names refunds (Section 1B). *Why the others fail:* **B** — the contents list shows section 3, “Course fees, payment plans and refunds”: the information is there, under a different word. **C** — the guide is already open on her phone; a search inside an open PDF needs no internet connection. **D** — a search box runs over the whole document; the index is a separate tool at the back.

**Q9. B.** In numbered headings, “3.2” means the second part of section 3 — the number before the dot names the section, the number after names the part (Section 1B). *Why the others fail:* **A** — the heading number is not a page number; the contents list gives pages. **C** — reverses the two numbers: 3.2 is part 2 of section 3, not section 2 of a third chapter. **D** — the index lists entries alphabetically, not with dotted numbers.

**Q10. C.** “Refreshed weekend hours” is careful wording — a soft, positive frame for a plain fact: opening moves half an hour later. Organisations choose wording like this to make a change sit better with its readers (Section 2C). *Why the others fail:* **A** — the email’s facts are all in the open: the new hours, the market-day exception, the roster date; the phrase hides nothing else. **B** — friendly wording makes a sentence no more legally binding; bindingness comes from rule words, not warmth. **D** — the email states the hours do change: 7.00 am instead of 6.30 am.

**Q11. A.** Clue plus what you know gives the inference: the roster goes up on the board, and reminders will not be sent — so a staff member who never looks at the board has no other way to learn their December shifts, and may simply miss them (Section 1C). *Why the others fail:* **B** — “always posted late” over-reaches: the email gives one date and no history of lateness. **C** — contradicts the email: reminders will not be sent. **D** — nothing in the email mentions closing; the roster is for December work.

**Q12. D.** “There is nothing like it” — *there* carries the meaning here; *their* shows ownership, and nothing is owned in this sentence (Section 3D). *Why the others fail:* **A** — “they’re” means “they are”: “they are is nothing like it” is not a sentence. **B** — “thier” is simply a misspelling of “their”. **C** — “their” is the wrong word; this homophone is exactly the kind of error a spell-checker can miss, but it is still an error.

**Q13. B.** The run needs sentence breaks and capitals — one idea per sentence: “Fresh bread every Friday. Don’t miss out. There is nothing like it. See you at the counter.” — with “Friday” capitalised, “Don’t” given its apostrophe and “There” spelled correctly (Section 3D). *Why the others fail:* **A** — keeps lowercase “friday”, keeps “Dont” without its apostrophe, keeps “their”, and joins two sentences with a comma. **C** — changes nothing that matters: still lowercase, still no apostrophes, still one comma-strung run. **D** — spells the words correctly but never breaks the run into sentences.

**Q14. A.** A review date is a standard charter feature: it tells the reader the charter is a maintained document — checked every two years, and last checked in March 2026 (Section 2B). *Why the others fail:* **B** — the complaints promise is the “We will acknowledge any complaint...” line. **C** — the House’s values sit in the “What we promise” and “What we ask of you” lines. **D** — a charter is a published statement of promises, not a contract that visitors sign.

**Q15. D.** “Bookings essential” means you must book; “places are limited” means the morning can fill — so a reader who wants a place books early (Sections 1C and 2B). *Why the others fail:* **A** — nothing says the event is full; “places are limited” is a warning, not a sold-out sign. **B** — the opposite of “bookings essential”. **C** — the price lines give \$6.00 and \$4.00; booking adds no stated cost.

**Q16. C.** The two texts do different jobs: the charter’s job is to state what the House stands for and promises — welcome, privacy, complaint deadlines — while the flyer’s job is to advertise one event to as many people as possible. For “what does the House promise its visitors”, the charter is the right text (Sections 2B and 2D). *Why the others fail:* **A** — a charter is not a legally binding contract; that is not why it wins here. **B** — the flyer does give the date, time, place and prices; the problem is not its facts — the promises are simply not its job. **D** — length proves nothing; the charter wins on the job it does, not on its word count.

**Q17. B.** One voice at a time: Zara cut across Beau, and the chair’s job is to hold the floor — Cleo stops the interruption and gives the floor back to Beau (Section 3C). *Why the others fail:* **A** — Zara’s comment was on the topic; the problem was the timing, not the subject. **C** — Zara argued about the reason for the numbers, not about Beau as a person; the broken rule is the interruption itself. **D** — whether Zara had evidence is not what Cleo’s line addresses; the line addresses the cutting-in.

**Q18. A.** A good contribution links to what was just said, then adds its point: “Following on from Beau’s two options” links, and the suggestion to check other houses builds on Beau’s idea instead of starting a new track (Section 3C). *Why the others fail:* **B** — moves the meeting on and drops Beau’s item; it builds on nothing. **C** — attacks the person, not the idea — the opposite of building. **D** — calls for a vote before anyone has examined the options; it ignores the discussion instead of adding to it.

**Q19. C.** The phone carries voice only: Maggie can be heard but not seen, so holding up the order sheet reaches nobody. Over the phone she must say in words what the sheet shows (Section 3B). *Why the others fail:* **A** — words travel perfectly well by phone. **B** — pace is part of the voice; it comes through a phone. **D** — stress is part of the voice too; “eleven” still lands on the phone.

**Q20. D.** Stressing one word makes it stand out as the point of the message: the time — eleven, earlier than usual — is what the team must not miss (Section 3B). *Why the others fail:* **A** — doubt shows in a rising ending, not in a stressed word. **B** — nothing in the cue suggests annoyance; stress marks importance, not mood. **C** — stress lifts one word, not the volume of the whole briefing.

*Section B — short answer. Every model carries its word count; marker’s notes and common errors follow each model.*

**Q21. Command terms:** *state = give briefly; explain = make the reason clear.*

**a.** When a complaint arrives, the House promises to say that it has received the complaint within 5 business days, and to send an answer in writing within 20 business days.

**b.** That is not what the charter says. The 5 business days covers only the acknowledgment — telling the complainant that the complaint has arrived. The written response may take up to 20 business days, and a response is not a promise that the problem will be fixed that quickly.

*(Model response: 79 words)*

*Marker’s note:* Part a earns one mark for each half of the promise — the acknowledgment and its 5 business days, the written response and its 20 business days; the wording must be the student’s own, though the numbers stay. Part b needs the correction plus the charter’s own distinction between acknowledging and responding.

*Common errors:* Treating “acknowledge” as “fix”; dropping “business” from business days; copying the charter sentence word for word after an own-words instruction.

**Q22.** *Command terms: explain = make the reason clear; state = give briefly.*

- a.** The form records the condition of the flat before Noah moves in, so when he moves out, the signed record shows which damage was already there — he cannot be charged for it, and his bond is protected.
- b.** Noah should write the small marks down anyway. The form says to note any damage, however small, and his signed copy is the record used later — the agent’s spoken opinion will not be written anywhere.
- c.** Sign both copies, and keep his own signed copy.

*(Model response: 83 words)*

*Marker’s note:* Part a needs the protective mechanism — the before-and-after record — not simply “it lists the damage”. Part b needs the action plus the reason. Part c: any two of signing both copies, keeping his own copy, and attaching dated photographs.

*Common errors:* Answering part b with “argue with the agent” instead of writing the damage down; forgetting that both copies must be signed.

**Other fully creditable answers.** Part c: “attach dated photographs” plus any one of the signing/keeping actions.

**Q23.** *Command terms: name = give the name of; state = give briefly; explain = make the reason clear.*

- a.** The “In plain terms” summary.
- b.** The subject line names the letter’s business — her 2026 tax return, its outcome and her next steps — before any detail, so Ms Kaur knows at a glance what the letter is about and that it matters to her.
- c.** It tells Ms Kaur exactly what to do if the refund has not arrived by Friday 9 April 2027 — phone the office — and who to ask for, so she is never left guessing whether she must act.
- d.** The role tells her who stands behind the advice: a named tax agent is responsible for this letter, and she knows whose name to use when she phones.

*(Model response: 112 words)*

*Marker’s note:* Part a needs the part named as the letter prints it. Parts b to d each need the feature’s job for the reader, not a description of the feature alone.

*Common errors:* Naming the numbered body for part a; answering part d with “it looks official” instead of the responsibility the role carries.

**Other fully creditable answers.** Part c: “It shows that no action is needed now — only if the refund is late”, tied to the named date and contact.

**Q24.** *Command terms: state = give briefly; explain = make the reason clear.*

- a.** The advertisement tells readers that The Saltbush Oven is hiring a weekend counter hand, and gives them what they need to apply.
- b.** On the find test, the labelled lines — Hours, Pay, Start date, To apply — let Eva see each fact at a glance; on the use test, the ad tells her exactly what to bring, where to send it and when applications close, so she can act today.
- c.** Effective means the reader can find, understand and use the information. A friendly look is a design choice — on its own it tells Eva nothing about the hours, the pay or how to apply, and those facts are what make the advertisement work for a job seeker.

*(Model response: 118 words)*

*Marker's note:* Part b needs a named feature tied to find, understand or use. Part c needs the effective = find/understand/use distinction, not simply “friendly is not enough”.

*Common errors:* Judging on looks — “it is clear and colourful”; listing the ad’s facts without saying how they help Eva.

**Other fully creditable answers.** Part b: the understand test — the plain words (“counter hand”, “Applications close”) need no translation — or the use test alone, with one feature named.

**Q25.** *Command terms: identify = name or point at; explain = make the reason clear; state = give briefly.*

- a.** Maggie delivers the message fast and flat, with no pauses between the instructions.
- b.** With no pauses, the start time, the two jobs and the ten o’clock market order run together into one stream. A recorded message is heard once and cannot answer questions, so Ella or Ravi may miss which job is theirs, or the eight o’clock start.
- c.** She should pause after each instruction and slow down on the times, so each part stands alone and the listener can repeat it back before the next one comes.

*(Model response: 87 words)*

*Marker's note:* Part a: any one delivery problem named — no pauses, too fast, or flat tone. Part b needs an effect on the listener’s understanding or memory, never a verdict on Maggie as a person. Part c needs a fix plus how it helps.

*Common errors:* Answering with what the message says instead of how it is delivered; writing “Maggie is a bad speaker” instead of describing the delivery and its effect.

**Other fully creditable answers.** Part a: “she gives no warning of who has which job — the names arrive at full speed”. Part c: reading the jobs back, or recording the message in numbered parts.

**Q26.** *Command term: identify = name or point at.*

Four errors, each with its correction:

“autumn fair on saturday 3 april” → “Autumn fair on Saturday 3 April” — capitals for the sentence start, the day and the month.

“its going to be” → “It’s going to be” — the apostrophe marks “it is”.

“we have organized” → “we have organised” — the Australian spelling.

“dont be late” → “Don’t be late” — the apostrophe marks the missing letter.

“dont be late see you there” → “Don’t be late. See you there.” — two ideas, two sentences.

*(Model response: 88 words)*

*Marker’s note:* Any four errors with correct corrections; each correction must actually fix the error named. The five creditable errors are the capitals line, “its”, “organized”, “dont”, and the closing run-on.

*Common errors:* Naming an error but correcting something else; counting a their/there error — the draft spells “there” correctly; counting “at 11” as an error — a time may be written briefly on a community noticeboard.

## Assessment 2 — Unit 3 Outcome 2

*This assessment is school-based. You complete it as part of your regular classes, mainly under your teacher's supervision, within a set time. It demonstrates Unit 3 Outcome 2 — in this book's words, the study design's Unit 3, Outcome 2 asks you to create organisational, informational and procedural texts based on a specific workplace or vocational experience.*

*Section A: 20 multiple-choice questions (20 marks). Section B: six short-answer questions (20 marks). Total: 40 marks. Answer all questions. Your teacher will report the result as Satisfactory or Not yet satisfactory — this assessment carries no grades or scores. Every text, organisation and person in this assessment is synthetic — created for this book; no real organisation is represented or imitated.*

### Section A — Multiple-choice questions

*Choose the response that best answers the question. Each question is worth 1 mark.*

**Questions 1–3** refer to Stimulus 1.

**Stimulus 1 — Westline Logistics: staff notice (extract).**

**Westline Logistics — Staff Notice WL-09: ID badges and visitors (Version 2)**

Approved 20 October 2026 · Next review October 2027

From Monday 2 November 2026, every staff member must wear their photo ID badge where it can be seen, above the waist, at all times in the yard, on the floor and in the office.

Visitors must sign in at the front office and wear a yellow visitor badge for the whole visit. The host is responsible for their visitors until the visitors sign out.

A lost or damaged badge must be reported to the front office on the same day. Replacement badges are free.

Applies to: all Westline Logistics staff and contractors working at the yard.

Questions? Phone the front office on (03) 5550 4400.

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

#### Question 1

What is the main purpose of this staff notice?

- A. To describe how the photo ID badges are made and printed.
- B. To set out the rules about ID badges and visitors that staff must follow at the yard.
- C. To persuade staff to order replacement badges from the front office.
- D. To report how many visitors came to the yard last month.

#### Question 2

Who is the intended audience of this notice?

- A. Only the visitors who come to the yard.
- B. Only the staff who work in the front office.
- C. Delivery drivers from other transport companies.
- D. All Westline Logistics staff and contractors who work at the yard.

### Question 3

Which feature of the notice shows that it is an organisational text?

- A. It uses rule words like “must” and carries a policy number, an approval date and a review date.
- B. It sets out numbered steps in the order they have to be done.
- C. It gives checkable facts about how many badges have been issued.
- D. It tells a short story about a visitor’s first day at the yard.

Questions 4–6 refer to Stimulus 2.

#### **Stimulus 2 — Yarrow Street Grocers: information sheet (extract).**

##### **Date labels: what they really mean**

##### **Key points**

A best-before date is about quality. Food is often still safe to eat after this date if the packaging is intact and the food looks and smells fine.

A use-by date is about safety. Food must not be eaten after this date, even if it looks and smells fine.

Bread, milk and soft cheese usually carry a use-by date. Tinned and dried goods usually carry a best-before date.

Store food the way the label says. If the storage instructions are not followed, the dates no longer hold.

If you are unsure about a date, ask a team member at the counter.

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

### Question 4

What is the main purpose of this information sheet?

- A. To persuade customers to buy more tinned and dried goods.
- B. To set out rules that customers must follow inside the store.
- C. To help customers understand what date labels mean and how to use them.
- D. To list the steps for returning out-of-date food to the store.

### Question 5

Which feature of the sheet shows that it is an informational text?

- A. It gives checkable facts about what each kind of date label means.
- B. It uses command verbs at the start of every line.
- C. It carries a policy number and an approval date.
- D. It gives numbered steps for checking a date label.

### Question 6

The sheet groups its facts under a heading, one fact per line. How does this structure help the reader?

- A. It makes the sheet look longer than it really is.
- B. It lets a reader in a hurry find one fact at a time without reading the whole sheet.
- C. It saves the most important fact until the end.
- D. It turns the facts into steps that must be followed in order.

Questions 7–9 refer to Stimulus 3.

**Stimulus 3 — Torrens Automotive: workshop procedure (extract).**

**Raising a vehicle on the two-post hoist**

Outcome: the vehicle is lifted safely and held on the hoist locks.

Applies to: trained workshop staff only.

You will need: the hoist keys, wheel chocks (blocks placed against a tyre to stop the vehicle rolling), and the job card.

1. Centre the vehicle between the two posts.
2. Chock the wheels that stay on the ground.
3. Set the four pads under the approved lift points named on the job card.

**WARNING — Never place a pad under a door sill or a fuel line. The wrong lift point can dent the body or puncture the line.**

4. Raise the vehicle to knee height and check that all four pads are seated.
5. Raise the vehicle to working height and let the locks engage.
6. Give each corner a firm push. The vehicle must not rock.

Done? The vehicle sits level on engaged locks, and the job card is signed off by Yusuf.

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

**Question 7**

Which feature of the text shows that it is a procedural text?

- A. It states checkable facts about the hoist's lifting capacity.
- B. It carries a policy number and an approval date.
- C. It gives the opinions of the workshop staff about the hoist.
- D. It sets out numbered steps, in order, each starting with a command verb like “chock” or “raise”.

**Question 8**

Why does the WARNING sit between steps 3 and 4 instead of at the end of the sheet?

- A. To fill the space left at the bottom of the page.
- B. Because a warning must always appear before step 1.
- C. Because a warning belongs beside the step where the danger is, so the reader sees it before acting.
- D. Because the end of the sheet is reserved for the completion check.

**Question 9**

The procedure includes the line “Applies to: trained workshop staff only.” What is the job of this line?

- A. It tells the reader who the procedure is for, so untrained staff do not attempt the task.
- B. It states the outcome that the procedure achieves.
- C. It lists the tools that the reader will need.
- D. It shows the order in which the steps must be done.

**Stimulus — A notice on the kitchen door at the Ellison Grove Neighbourhood Centre.**

“The kitchen must be left clean after every booking. Any breakage must be reported to the coordinator before you leave.”

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

### Question 10

Which classification best fits this text?

- A. Procedural — it tells the reader how to clean the kitchen.
- B. Informational — it gives facts about the kitchen's opening hours.
- C. Organisational — it sets out rules the centre expects people to follow.
- D. Informational — it describes the equipment in the kitchen.

Ashgrove Print Works is drafting a document about its new screen-printing press. The document opens with a paragraph of facts about the press — what it can print, the largest sheet it takes, and the guard it carries. It then gives numbered steps for setting the press up for a run.

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

### Question 11

How should this document be classified?

- A. Informational only — the facts come first.
- B. Part by part — the opening paragraph is informational, and the setup section is procedural.
- C. Procedural only — any text that contains steps is procedural.
- D. Organisational — a business wrote it.

#### **Stimulus — Paperbark Café: Friday shift briefing (transcript extract).**

Words in brackets describe what the speaker does.

**Tessa Bright (supervisor):** [scanning the room, holding each person's gaze for a phrase at a time] Right, team — from tonight we rotate the tables every twenty minutes. [holds up two fingers] Twenty minutes, no longer. Nobody's section should run cold. [her voice falls on the word "cold"]

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

### Question 12

Tessa moves her gaze across the whole group, holding each person's eyes for a phrase at a time. Which element of oral communication is this, and what is its main effect?

- A. Intonation — it makes her voice rise and fall across the room.
- B. Tone — it shows the team that she is annoyed about the new roster.
- C. Pace — it speeds the briefing up so the team can start work.
- D. Eye contact — it keeps every listener involved and lets her read the group's faces.

Dan O'Rourke, the team leader at Yellowbox Landscaping, phones a customer to say that their paving job will now start a day late. On this call, neither person can see the other.

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

### Question 13

What carries the feeling in Dan's message — that he is sorry about the delay and in control of the plan?

- A. His eye contact, because the customer watches his face as he speaks.
- B. His tone, pace and pauses, because on a phone call the voice has to do the jobs that eye contact and body language cannot.
- C. His body language, because he can gesture while he explains the new plan.
- D. His words alone, because the feeling in a message is carried only by the words that are chosen.

At a Northvale Community House planning meeting, Bec asks a volunteer: "What made you choose to sort the donated-food deliveries before the doors open?"

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

### Question 14

Which description best fits Bec's question?

- A. Closed — it can be answered with a single word.
- B. Loaded — it blames the volunteer for the choice.
- C. Probing — it asks for the reason behind a decision.
- D. Clarifying — it checks which deliveries Bec means.

**Stimulus — Eastvale Community House: volunteers' planning meeting (transcript extract).**

**Volunteer 1:** The Thursday cooking class filled in two days, and four people have asked about another one.

**Volunteer 2:** So you're saying there is demand for a second class — is that right?

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

### Question 15

Which active-listening behaviour does Volunteer 2 show?

- A. Paraphrasing — putting the speaker's idea into other words to check understanding.
- B. Rehearsing — planning their own reply while the other person talks.
- C. Dominating — taking far more than their share of the talk.
- D. Parking — noting the topic to deal with later.

### Question 16

A draft customer note at Glover Street Cycles reads: "Your bike will be ready for collection on Friday. Dont forget too bring your receipt." Which option correctly fixes the errors in the second sentence?

- A. "Dont forget two bring your receipt."
- B. "Don't forget too bring your receipt."
- C. "Dont forget to bring your receipt."
- D. "Don't forget to bring your receipt."

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

**Stimulus — Banksia Ridge Aged Care: two versions of a line in a draft staff notice.**

Version 1: “The care workers who completed the first-aid update will cover the weekend roster in December.”

Version 2: “The care workers, who completed the first-aid update, will cover the weekend roster in December.”

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

**Question 17**

What is the difference in meaning between the two versions?

- A. Both versions say that every care worker completed the first-aid update.
- B. Version 2 says that only some care workers completed the update, and Version 1 says that all of them did.
- C. Version 1 says that only the care workers who completed the update will cover the weekend roster; Version 2 says that every care worker completed the update.
- D. Both versions say the same thing; the commas only add a pause for the reader.

**Stimulus — Dunmore Electrical: a step from a draft procedure for storing extension leads.**

“Coil the lead and hang it on the board and write its condition in the logbook.”

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

**Question 18**

What is the main problem with this step?

- A. It starts with a command verb.
- B. It packs more than one action into one step; each action needs a step of its own.
- C. It is too short to be a real step.
- D. It does not tell the reader the order of the actions.

A student on work placement at Coastal Family Medical Centre is drafting an information sheet about the clinic’s new waiting room. The sheet will include a labelled floor plan of the room.

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

**Question 19**

Which one of the following shows the conventions for visuals being followed correctly?

- A. The floor plan is numbered and titled “Figure 1: The new waiting room”, it carries a caption that tells the reader what to notice, and the text refers to it by number.
- B. The floor plan sits in the margin as decoration, with no number, title or caption.
- C. The accessible seats are shown by shading alone, with no labels and no key.
- D. The text says “see the floor plan below”, but the floor plan is placed two pages later and carries no number.

The coordinator at the Ellison Grove Neighbourhood Centre wants a short folded handout that community groups can pick up from the front desk. The handout will tell groups about the centre’s free 12-seat community van — what it is for, who can book it, and how to book — with the centre’s contact details on the back.

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

## Question 20

Which task form fits this job best?

- A. A report, because it presents evidence about the van and ends with a recommendation.
- B. A set of instructions, because it gives the steps for driving the van.
- C. A vlog, because it films a first-hand experience of booking the van.
- D. A tri-fold brochure, because it promotes the service in short blocks that groups can pick up and read quickly.

*End of Section A*

## Section B — Short-answer questions

*Answer all questions in the spaces provided.*

### Question 21 (3 marks)

Sandpiper Surf School has drafted the information sheet below for people booking their first lesson.

#### **Stimulus — Sandpiper Surf School: information sheet (extract).**

##### **Your first surf lesson — what to expect**

Welcome to your first lesson at Sandpiper Surf School. Boards and wetsuits are provided, and your instructor fits them to you on the sand.

Bring a towel, your swimmers, sunscreen and a water bottle.

Arrive 15 minutes before your lesson time so you can check in at the clubhouse.

Lessons run for 90 minutes, in groups of up to six students per instructor.

Questions? Ask at the clubhouse counter.

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

a. State the main purpose of this sheet.

1 mark

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b. Identify the intended audience of the sheet, and quote one line that shows who it was written for.

2 marks

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## Question 22 (4 marks)

Read the two short texts below.

### Text 1 — Greenfield Garden Supplies: a notice in the staff room.

“Staff must wash their hands after handling fertiliser. Gloves are provided at the potting bench.”

### Text 2 — Harbourview Aquatic Centre: a card for the early shift.

#### Setting up the lane ropes before the Saturday opening

You will need: the rope reel and the deep-end anchor key (the key for the fixing point in the pool wall).

1. Clip the first rope to the anchor at the deep end.
2. Unroll the rope along the lane line.
3. Hook the far end to the shallow-end anchor.
4. Wind the reel until the rope sits straight and tight.

Done? Every rope is tight, and the lane numbers face the deck.

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

- a. Classify each text as organisational, informational or procedural.

2 marks

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- b. Give two features of Text 2 that support your classification of it.

2 marks

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## Question 23 (4 marks)

The Copper Kettle Café has a new card-payment terminal on the counter. Petra, the café manager, wants a short procedure card for the staff-room wall so that any team member can take a card payment. The facts, supplied by Petra: the terminal is switched on at the back, and it takes about ten seconds to reach the home screen; before the customer taps, the amount on the screen must match the amount on the docket (the slip that lists what the customer ordered); the customer taps or inserts their card; the terminal beeps and shows a green tick when the payment goes through; the receipt is torn off and handed to the customer.

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

- a. Write a title and a purpose line for the card.

2 marks

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- b. Write the first two steps of the card. Each step must contain one action only and start with a command verb. 2 marks

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### Question 24 (3 marks)

Josh, a first-year apprentice at Brightwire Electrical, is on a video call with a parts supplier to order a replacement part. All through the call he looks down at his notes on the bench instead of at the camera. When he says the part number, his voice rises at the end of the line. The supplier stops him twice: “Sorry — can you repeat that number?”

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

- a. Identify two elements of oral communication that Josh needs to work on in this call, and give evidence from the scenario for each. 2 marks

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- b. Suggest one specific improvement Josh could make the next time he calls a supplier. 1 mark

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### Question 25 (3 marks)

The committee at Hartley Lakes Community House is planning the menu for next month’s free Friday lunches. Rosa has drafted a four-week menu. Craig says to her: “Why is your menu always so boring?”

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

- a. Explain what is wrong with Craig’s question. 1 mark

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- b. Rewrite Craig’s question so that it raises the same problem while following the convention of attacking the idea, not the person. 2 marks

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### Question 26 (3 marks)

Read the draft line below.

**Stimulus — Southside Sports Club: a draft line for the club newsletter.**

“the club would like too thank there volunteers for the season that just finished.”

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

- a. Rewrite the line, correcting all three errors. 2 marks

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- b. Explain why an error like “there” for “their” matters more on the club’s public newsletter than in a quick text to a friend. 1 mark

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*End of Section B*

## Assessment 2 — Answers and solutions

### Section A — Multiple-choice answers

**Question 1 — Answer: B.** The notice’s job is to set out the ID-badge and visitor rules that staff must follow at the yard. **A** is wrong: nothing in the notice describes how badges are made or printed. **C** is wrong: replacement badges are free, so the notice is not selling anything. **D** is wrong: the notice reports no visitor numbers.

**Question 2 — Answer: D.** The “Applies to” line names the audience directly: all Westline Logistics staff and contractors working at the yard. **A** is wrong: visitors are the subject of some rules, but the notice speaks to the staff who host them — “every staff member must wear their photo ID badge”. **B** is wrong: the front office is where badges are reported and visitors sign in, but the rules bind everyone, not just office staff. **C** is wrong: drivers from other companies are never addressed.

**Question 3 — Answer: A.** Organisational texts set out rules and speak in the organisation’s own name; the rule word “must” and the official furniture — policy number WL-09, approval date, review date — are the marks of one. **B** is wrong: the notice contains no numbered steps. **C** is wrong: no badge counts or issued-numbers appear. **D** is wrong: no story is told anywhere in the notice.

**Question 4 — Answer: C.** Every line explains what a date label means or how to act on it — the sheet’s job is to help customers understand and use the labels. **A** is wrong: the sheet recommends nothing to buy; bread, milk and tinned goods appear only as examples of which labels they carry. **B** is wrong: storing food as the label says is one fact among several, and the sheet informs rather than setting store rules. **D** is wrong: no returns process appears anywhere.

**Question 5 — Answer: A.** Checkable facts about what each kind of label means are the mark of an informational text. **B** is wrong: only one line uses a command verb (“Store food the way the label says”) — not every line. **C** is wrong: the sheet carries no policy number or approval date. **D** is wrong: the lines state facts a reader can use in any order; they are not steps to follow one after another.

**Question 6 — Answer: B.** A heading plus one fact per line lets a reader scanning the sheet jump straight to the fact they need — the structure exists to help the reader find things fast. **A** is wrong: the structure changes how the sheet is used, not how much it says. **C** is wrong: the facts sit up front under “Key points”, not saved for the end. **D** is wrong: the lines are facts, not steps; nothing has to be done in order.

**Question 7 — Answer: D.** Numbered steps in order, each opened by a command verb (“Chock”, “Raise”, “Give”), are the mark of a procedural text. **A** is wrong: the text states no facts about lifting capacity. **B** is wrong: it carries an outcome line and an applies-to line, not a policy number or approval date. **C** is wrong: no opinions appear — every line tells the reader what to do or what they need.

**Question 8 — Answer: C.** The danger this warning covers (pads set under the wrong points) belongs to step 3, so the warning sits beside step 3 — the reader meets it before acting, not after. **A** is wrong: warnings are placed by the danger, not to fill space. **B** is wrong: there is no always-before-step-1 rule; a warning belongs beside the step it protects. **D** is wrong: the completion check has its own line (“Done?”) at the end — the warning’s place is set by where the danger is, not by what else sits on the page.

**Question 9 — Answer: A.** The applies-to line names who the procedure is for, which keeps untrained people away from a task that can injure them or damage a vehicle. **B** is wrong: that is the job of the outcome line (“the vehicle is lifted safely and held on the hoist locks”). **C** is wrong: that is the job of the “You will need” line. **D** is wrong: the step numbers show the order.

**Question 10 — Answer: C.** The notice sets out rules the centre expects people to follow — “must be left clean”, “must be reported” — speaking in the centre’s own name: an organisational text. **A** is wrong: no steps, order or method for cleaning appears. **B** is wrong: no opening hours or other facts are given. **D** is wrong: no equipment is described.

**Question 11 — Answer: B.** A mixed document is classified part by part: the opening paragraph gives checkable facts about the press (informational), and the setup section gives numbered steps with command verbs (procedural). **A** is wrong: the setup section does procedural work, so the document is not informational only. **C** is wrong: containing steps does not make every part procedural — the opening paragraph sets out facts, not steps. **D** is wrong: a business writing a text does not make it organisational; an organisational text’s job is to set out rules, rights or responsibilities.

**Question 12 — Answer: D.** Moving her gaze across the group and holding each person’s eyes is eye contact — it keeps every listener involved and lets Tessa read the group’s faces as she goes. **A** is wrong: intonation is the rise and fall of the voice, not the movement of the eyes. **B** is wrong: nothing shows annoyance — the briefing is businesslike, and tone is heard in the voice, not seen in the gaze. **C** is wrong: pace is how fast she speaks; where she looks does not set the speed.

**Question 13 — Answer: B.** On a phone call the voice carries everything: tone (how sorry and how steady Dan sounds), pace and pauses do the work that sight cannot. **A** is wrong: the customer cannot see Dan’s eyes on a phone call. **C** is wrong: gestures do not travel down the phone. **D** is wrong: words alone do not carry the feeling — the same words can sound rushed or calm, and it is the delivery that tells the customer which.

**Question 14 — Answer: C.** “What made you choose...” asks for the reason behind a decision — a probing question that digs past the surface answer. **A** is wrong: a closed question can be answered with a single word; this one invites an explanation. **B** is wrong: no blame is built in — the sorting choice is a sensible one, and the question asks about it fairly. **D** is wrong: Bec is not checking what a word means or which deliveries are involved; she is asking why.

**Question 15 — Answer: A.** Volunteer 2 puts the speaker’s idea into other words (“there is demand for a second class”) and adds a checking question (“is that right?”) — paraphrasing to check understanding. **B** is wrong: rehearsing is quietly planning your own reply while the other person talks; Volunteer 2 answers what was actually said. **C** is wrong: one short turn is not dominating. **D** is wrong: nothing is noted and set aside for later — the point is dealt with now.

**Question 16 — Answer: D.** “Don’t” keeps the apostrophe of the contraction (do not), and “to bring” is the right word — D fixes both errors and nothing else. **A** is wrong: “dont” still lacks its apostrophe, and “two” swaps one wrong word for another. **B** is wrong: the apostrophe is fixed, but “too” (meaning also, or excessively) is still the wrong word. **C** is wrong: “to” is fixed, but “dont” is still missing its apostrophe.

**Question 17 — Answer: C.** Without commas, “who completed the first-aid update” narrows the group: only some care workers completed it, and only those cover the weekend roster. With commas, the clause adds a fact about the whole group: every care worker completed the update. The commas change what the notice states. **A** is wrong: Version 1 says only some care workers completed it. **B** is wrong: it reverses the two versions. **D** is wrong: the commas change the facts of the sentence, not just its rhythm.

**Question 18 — Answer: B.** The step packs three actions into one line — coil, hang, write — and a reader following it can easily miss one; each action needs a numbered step of its own. **A** is wrong: starting with a command verb (“Coil”) is exactly what a step should do. **C** is wrong: the problem is that the step is crowded, not that it is short. **D** is wrong: the order is clear enough (coil, then hang, then write); the problem is that the actions are not separated.

**Question 19 — Answer: A.** The floor plan is numbered and titled, carries a caption telling the reader what to notice, and is referred to by number from the text — that is how a visual earns its place. **B** is wrong: decoration has no job on the page; a visual must do work and be labelled for it. **C** is wrong: shading alone is never the only signal — every part of a visual carries a label, and a shading pattern carries a key. **D** is wrong: “see the floor plan below” must be honest — the visual sits near its first mention and carries a number the text can point to.

**Question 20 — Answer: D.** A tri-fold brochure is built to promote: short blocks under headings, picked up from the front desk and read in seconds, with the contact details on the back — exactly the job described. **A** is wrong: a report gathers evidence and ends in a recommendation; it is not a handout for a front desk. **B** is wrong: instructions give steps for a doer; the job here is to tell groups the van exists and how to book it, not how to drive it. **C** is wrong: a vlog is filmed — a community group cannot pick a film up from the front desk.

## Section B — Short-answer answers

### Question 21

**a. Model response:** To tell people booked into their first lesson what to expect and what to bring, so they arrive ready. **(1 mark)**

**b. Model response:** The intended audience is new students — people about to take their first lesson at Sandpiper Surf School, not instructors or experienced surfers. A line that shows who the sheet was written for: “Welcome to your first lesson at Sandpiper Surf School” — the sheet speaks straight to “your” first lesson. **(2 marks)**

*(Model response: 74 words)*

**Marker’s note:** Part **a** needs a doing verb (“to tell”, “to inform”) — “it is about surf lessons” names a topic, not a purpose. Part **b** needs the group named and one line quoted or identified precisely; “Arrive 15 minutes before your lesson time” also works, because it speaks to the arriving student.

**Common errors:** naming “anyone who surfs” or “customers” instead of first-lesson students; quoting a line that carries no signal about the audience, such as “Lessons run for 90 minutes”.

### Question 22

**a. Model response:** Text 1 is organisational. Text 2 is procedural. **(2 marks)**

**b. Model response:** Two features of Text 2: it sets out numbered steps in the order the job is done, and each step starts with a command verb (“Clip”, “Unroll”, “Hook”, “Wind”). The “You will need” list before the steps and the completion check (“Done?”) also support the classification. **(2 marks)**

*(Model response: 60 words)*

**Marker’s note:** Part **b** needs two distinct features, both from Text 2; “numbered steps” and “command verbs” count as two. A feature taken from Text 1 earns nothing in part **b**. Classifying Text 1 as informational in part **a** fails: the notice sets out a rule staff must follow, it does not explain facts.

### Question 23

**a. Model response:** Title: “Taking a card payment on the new counter terminal”. Purpose line: “This card shows any team member how to take a card payment at the counter, step by step.” **(2 marks)**

**b. Model response:** 1. Switch the terminal on at the back. 2. Check that the amount on the screen matches the amount on the docket. **(2 marks)**

*(Model response: 58 words)*

**Marker’s note:** The title names the job in the doer’s words, and the purpose line says who the card is for and what reading it lets them do — both marks in part **a** come from the brief. In part **b**, each step contains one action and opens with a command verb (“Switch”, “Check”); a step like “Switch the terminal on, check the amount and take the payment” packs three actions into one line and loses both marks. Every fact must come from Petra’s brief — an invented fact (a password, a bank logo) loses the mark it appears in.

**Other fully creditable answers:** any title that names the task (“Using the new card terminal”) with a purpose line covering audience and job; part **b** may phrase the steps differently if each keeps one action, a command verb, and Petra’s facts.

## Question 24

**a. Model response:** Eye contact — Josh looks down at his notes instead of at the camera, and on a video call the camera is where eye contact happens. Intonation — his voice rises at the end of the part number, so a statement of fact sounds unsure, and the supplier has to ask for it again. **(2 marks)**

**b. Model response:** Look at the camera when giving the part number, and let the voice fall at the end of it so the number lands as a statement. **(1 mark)**

*(Model response: 84 words)*

**Marker's note:** Part **a** needs two elements named, each tied to evidence from the scenario — one mark each. Part **b** must be a specific, do-able move; “be more confident” or “speak better” names a quality, not an improvement. Credit also goes to: saying the number, pausing, then repeating it; or checking the supplier wrote it down before moving on.

**Common errors:** naming “body language” for the note-looking — on a video call the taught element is eye contact, because the camera is the eyes the other person sees; answering part **b** with a vague quality instead of a move Josh can actually do.

## Question 25

**a. Model response:** Craig's question is loaded — the blame is built into it (“always so boring”), and it attacks Rosa, the person, instead of the menu, the idea. No honest answer can accept it, so it shuts the discussion down. **(1 mark)**

**b. Model response:** “What could we change on the draft menu to give people more variety?” The question now targets the menu — the idea — and still raises the same problem. **(2 marks)**

*(Model response: 70 words)*

**Marker's note:** Part **a** needs the loaded question named or described (blame built in) and the attack-the-person point made. Part **b** needs a question that raises the same problem — variety or choice on the menu — without targeting Rosa; one mark for a fair question, one mark for keeping the original problem.

**Other fully creditable answers:** “Which dishes on the four-week draft could we swap for more popular ones?” · “Could we look at adding more variety to the menu?” — any fair question aimed at the menu, not at Rosa.

**Common errors:** rewriting with the attack still in it (“Why do you never plan anything different?”); rewriting so fair that the problem disappears (“Is the menu finished?”).

## Question 26

**a. Model response:** “The club would like to thank their volunteers for the season that just finished.” — capital T on “The”, “to” for “too”, “their” for “there”. **(2 marks)**

**b. Model response:** The newsletter is the club's public face, so readers judge the club by its writing. “There” points at a place while “their” shows belonging, so the wrong word changes the meaning — and a homophone like this slips past spell-check, leaving volunteers reading a careless sentence in the very line that thanks them. **(1 mark)**

*(Model response: 82 words)*

**Marker's note:** Part **a** needs all three errors fixed and no fact changed; two fixes earn one mark. Part **b** needs one reason tied to the public setting — meaning, trust, or the impression on readers all credit; “it looks bad” with no reason earns nothing.

**Common errors:** fixing only two of the three errors; changing the sentence's facts while “correcting” it; answering part **b** about texts to friends instead of the newsletter.

*End of Assessment 2*

## Assessment 3 — Unit 4 Outcome 1

### VCE Vocational Major Literacy · Unit 4 · Outcome 1

#### Area of Study 1 (Topic 3): Understanding and engaging with literacy for advocacy

*This assessment asks you to show what you have learned from the advocacy work of this unit: how language choices, visual cues and text structures serve a purpose and an audience; how brand and central messages work across texts; how to read between the lines of promotional material; how to judge whether material works and is fair; how techniques fit their settings; and how to plan and edit material of your own. It also asks you to show the conventions of oral communication, discussion and literacy that this book has practised throughout.*

*Complete this assessment under your teacher's supervision, within the time your teacher sets. It is part of your regular teaching and learning program. Your teacher will judge your work as satisfactory or not satisfactory; your school decides how levels of achievement are recorded and reported.*

*Section A has twenty multiple-choice questions worth 1 mark each. Section B has six short-answer questions worth 15 marks in total. The whole paper is worth 35 marks. Answer every question, and write your answers in the spaces provided.*

#### Section A — Multiple-choice questions

*Answer all twenty questions. Each question is worth 1 mark. Choose the one best answer from A, B, C or D.*

**Stimulus 1** is used for Questions 1–4.

##### **Stimulus 1 — Ironbark Tool Library: a webpage extract.**

*Home · Borrow · Membership · Events · Contact*

[Banner image: a wide photograph — a volunteer at a wooden workbench sharpening secateurs while three visitors lean in to watch]

##### **Tool Care Workshop — sharpen, clean, store**

Blunt tools make gardening a chore. In this hands-on morning we will sharpen spades, secateurs and chisels, clean and oil wooden handles, and show safe storage that makes tools last. Our members run the bench, and our doors are open to everyone.

**When:** Saturday 5 December 2026, 10.00 am–11.30 am, during normal Saturday opening hours

**Where:** the library

**Cost:** free for members · \$5 materials fee for non-members — membership is free, and you can join at the desk on the day

**Places:** 20 places · 14 taken at the last update

**[Button] Save a place**

*Last updated Friday 20 November 2026 · tools@ironbarklibrary.example · (03) 5550 5175*

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

#### Question 1

What is the main purpose of this webpage?

- A. persuade the council to fund the tool library
- B. encourage readers to come to a tool-care workshop
- C. reassure members that borrowed tools are safe
- D. show readers, step by step, how to sharpen secateurs

## Question 2

Which line from the webpage uses inclusive language — words that make the reader part of a group?

- A. “Blunt tools make gardening a chore.”
- B. “Saturday 5 December 2026, 10.00 am–11.30 am”
- C. “Membership is free, and you can join at the desk on the day.”
- D. “Our members run the bench, and our doors are open to everyone.”

## Question 3

The webpage says: “20 places · 14 taken at the last update”. What does this line suggest to a reader?

- A. Places are running out, so anyone interested should act soon
- B. The library’s last workshop was fully booked
- C. The library has twenty members
- D. The workshop runs for twenty minutes

## Question 4

What is the job of the footer line “Last updated Friday 20 November 2026”?

- A. It shows how long the workshop runs.
- B. It tells readers what time to arrive.
- C. It lets readers trust that the page’s details — including the places count — are current.
- D. It links readers to the membership page.

**Stimulus 2** is used for Questions 5–7.

### **Stimulus 2 — Southside Sports Club: a canteen-volunteer poster on the clubroom noticeboard (description).**

[Visual: an A3 portrait poster. The top third is a photograph: two volunteers in green-and-white aprons laughing behind the canteen counter, while a line of junior players in their playing shirts waits with coins in their hands.]

Below the photograph, the biggest text on the poster, in large bold letters: “Saturday footy needs a Saturday canteen — and the canteen needs you.”

The middle of the poster carries these lines:

“Two hours on a match-day morning — serve snacks, pour drinks, chat to the regulars.”

“No experience needed — a longtime helper shows you the ropes on your first shift.”

“Every dollar the canteen makes stays in the club: it buys training gear, paints the clubrooms and keeps junior membership within reach.”

“In forty years, this club has never paid a canteen worker — it has always been run by members.”

At the foot, in smaller, plain letters: “Sign up at the clubrooms on any match day, or ask the secretary.”

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

### Question 5

What job do the faces in the poster's photograph do?

- A. They show that the canteen passes its health inspections.
- B. They make the work feel friendly and let readers picture themselves behind the counter.
- C. They prove that the club's snacks are cheap to buy.
- D. They fill the white space at the top of the poster.

### Question 6

Why does the poster put its biggest letters into the heading "Saturday footy needs a Saturday canteen — and the canteen needs you"?

- A. so that a passer-by gets the whole ask in one glance
- B. so that printing the poster costs the club less
- C. so that readers learn the club's forty-year history
- D. so that the sign-up details stay hidden until later

### Question 7

The poster says: "Every dollar the canteen makes stays in the club: it buys training gear, paints the clubrooms and keeps junior membership within reach." Which value does this line show?

- A. safety of players and volunteers
- B. honesty about prices
- C. training and growth
- D. care for the community

Stimulus 3 is used for Questions 8–10.

#### Stimulus 3 — Peakside Fitness: a social media post.

**"Get set for summer — first month half price!** From just \$15 a week, Peakside may help you train for your first fun run or your first proper stretch. New members only — tap the link in our bio to join. Sign-ups close Sunday.

*First month at half price; monthly billing then continues at the standard rate. To cancel, visit the front desk — you cannot cancel by phone or message. Offer ends Sunday 22 November 2026. Questions: the front desk, or (03) 5550 5500."*

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

### Question 8

What does the small print tell a reader that the big print does not?

- A. The offer is open to existing members as well.
- B. The gym is open on Sundays.
- C. Billing continues after the first month, and cancelling takes a trip to the front desk.
- D. The fun-run program starts on 22 November.

### Question 9

The post says “New members only”. Who does this offer mainly serve?

- A. the gym — it signs up new paying members while changing nothing for current ones
- B. existing members — they get the half-price deal too
- C. the organisers of the fun run named in the post
- D. the front-desk staff — they will get fewer questions

### Question 10

The post says Peakside “may help you train for your first fun run”. What is the effect of the word “may”?

- A. It promises every reader a place in the fun run.
- B. It weakens the claim, so the gym cannot be held to helping anyone.
- C. It tells readers how many members have trained at Peakside.
- D. It creates the deadline for signing up.

**Stimulus 4** is used for Questions 11 and 12.

**Stimulus 4 — Banksia Ridge Aged Care: a tri-fold brochure for its volunteer visiting program (all six panels, in reading order).**

**Front panel (cover).** [Image: a visitor and a resident at a sunny table, two cups of tea between them.]

Heading: **An hour of your time could be the highlight of someone’s week.**

**Inside flap panel — the first thing a reader sees on opening the cover.** Some residents rarely get visitors. The visiting program makes sure nobody waits by the window.

**Inside left panel — what volunteers do.** Share a cup of tea and a chat · read the paper together · help at the craft table · take a resident into the garden.

**Inside centre panel — who can volunteer.** “No experience needed — full training is provided, and you will be matched with a resident who shares your interests.” Visits happen on Thursday mornings, from one hour a fortnight.

**Inside right panel — how to start.** Talk to the activities coordinator about coming in for a first visit alongside an experienced volunteer.

**Back panel.** Phone the front office on (03) 5550 6180, or drop in and ask for the activities coordinator.

*Fine print: volunteer places depend on the training calendar. All volunteers sign in at the front office before each visit.*

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

### Question 11

What is the job of the heading on the brochure’s front panel?

- A. It lists the training that volunteers must complete.
- B. It gives readers the program’s contact details.
- C. It explains the order the panels should be read in.
- D. It stops a passer-by and pulls them into the brochure.

## Question 12

What job does the back panel of a tri-fold brochure do?

- A. It carries the hook that stops the reader.
- B. It carries the contact details and the reader's next step.
- C. It carries the largest photograph in the brochure.
- D. It lists the headings used on the inside panels.

**Stimulus 5** is used for Questions 13–15.

**Stimulus 5 — Hartley Lakes Community House: two texts about the house.**

**Text 1 — the house's social media profile, described:**

[Visual: a profile page. The handle is @hartleylakeshouse. The bio reads: "Drop in — no membership needed. The kettle's always on." Under the profile photograph: 1,240 followers. The pinned post — the post held first on the page — reads: "Free Friday lunch, 12.00–1.00 pm. Everyone welcome, no booking. The house's free lunch runs every Friday."]

The same line — "the kettle's always on" — also appears on the letterbox flyer for the Friday lunch, on the house's webpage banner and on the sign beside the front door.

**Text 2 — a volunteer's draft post about the lunch (never posted):**

"Free lunch at the house every day of the week!! Come one, come all — lunch is on us, seven days a week, and there's always a seat!"

The house runs its free lunch on Fridays only.

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

## Question 13

Why does the house repeat the one line "the kettle's always on" across so many places?

- A. It tells readers what time the house closes.
- B. It fills space where there is nothing else to say.
- C. It builds recognition — one repeated line lets people spot the house anywhere and trust what it says.
- D. It hides the fact that the lunch runs only on Fridays.

## Question 14

If the volunteer posted text 2 as it stands, what kind of clash would the house have?

- A. a promise clash — the post promises more than the house delivers
- B. a tone clash — the post's words do not fit the house's voice
- C. a look clash — the post's look does not match the house's brand
- D. a behaviour clash — the house's actions contradict its stated values

### Question 15

The house tells the Friday-lunch news by letterbox flyer, by webpage banner and by social media post. The words change shape for each place. What must stay the same across all three?

- A. the word count
- B. the photograph
- C. the features of each platform, such as buttons
- D. the central message

**Stimulus 6** is used for Question 16.

**Stimulus 6 — Emu Crossing Community Centre: a volunteer’s draft post about a new activity.**

A draft written for the centre’s community page. The coordinator has asked for it to be edited before it is posted:

“CHOIR NIGHT!!! soooo excited to say we are starting a free community choir at the centre and it is going to be amazing every tuesday from 10 november in the hall at 6pm and you dont need to be able to read music and there will be tea after and we hope to see you there its going to be so much fun come along and bring someone with you and your neighbours and anyone who likes singing we will do all kinds of songs and the first night is just warm-ups and games so nothing to worry about”

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

### Question 16

Which change should the volunteer make first?

- A. Capitalise “tuesday” and “november”.
- B. Put the key facts — day, date, time, place, cost — on their own lines, and end with a clear next step for joining.
- C. Fix “soooo” to “so”.
- D. Add more exclamation marks to show the excitement.

A community centre coordinator has thirty seconds to pitch the centre’s new free community choir to a room of local business owners at a breakfast meeting. The owners hear the pitch once — they cannot re-read it.

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

### Question 17

Which is the most important thing for the coordinator to do?

- A. Pack in as many facts and figures about the choir as the thirty seconds can hold
- B. Leave the ask to a flyer handed out after the pitch
- C. Build the pitch towards the clearest ask, and land the ask in the last sentence
- D. Use hashtags in the pitch so that the owners can find the choir online

A volunteer is speaking at a council meeting, asking for money to plant street trees along a local shopping strip. She holds up a photograph of the treeless strip at midday and pauses. Then she slows her pace and drops her voice for one line: “Not one tree, from end to end.” After that she looks at each councillor in turn before she sits down.

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

### Question 18

What is the main job of the pause, the slower pace and the quieter voice?

- A. They mark that one line as the important line of the speech
- B. They show the councillors that she has memorised the speech
- C. They fill time so that the speech runs longer
- D. They signal that her speech has ended

A volunteer and a coordinator are planning the first night of a new activity:

COORDINATOR: For sign-ups on the first night, I think one list at the door is enough — names only, no forms.

VOLUNTEER: So you're saying one list at the door, names only — is that right?

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

### Question 19

What is the volunteer doing in her second sentence?

- A. asking a probing question to make the coordinator say more
- B. asking a loaded question that traps the coordinator
- C. taking over the discussion so that her own ideas win
- D. checking her understanding by putting the idea into her own words

**Question 20** uses this sentence:

Come and sing with us your voices are welcome.

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

### Question 20

Which version fixes the run-on sentence?

- A. "Come and sing with us, your voices are welcome."
- B. "Come and sing with us your voices, are welcome."
- C. "Come and sing with us. Your voices are welcome."
- D. "Come, and sing with us your voices are welcome."

*End of Section A*

## Section B — Short-answer questions

*Answer all six questions in the spaces provided. The marks for each question are shown beside it. Section B is worth 15 marks.*

**Question 21** (2 marks)

Use stimulus 2, the Southside Sports Club canteen poster.

**a.** State the purpose of the poster.

1 mark

**b.** Identify the poster's intended audience, and quote one word or phrase from the poster that shows how you know. 1 mark

**Question 22** (2 marks)

A flyer for the centre's new choir carries this line:

There is a free choir session every tuesday night.

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

Identify the two errors in the line above, and correct each one.

2 marks

**Question 23** (2 marks)

Stimulus 1, the Ironbark Tool Library webpage, carries this banner-image specification:

[Banner image: a wide photograph — a volunteer at a wooden workbench sharpening secateurs while three visitors lean in to watch]

**a.** Identify one visual cue in the banner image.

1 mark

**b.** Explain the effect of this cue on a reader.

1 mark

**Question 24** (3 marks)

The volunteer visiting brochure (stimulus 4) says:

“No experience needed — full training is provided, and you will be matched with a resident who shares your interests.”

**a.** State one meaning this line implies without saying it outright.

1 mark

**b.** Quote the clue that carries this implied meaning.

1 mark

**c.** Explain how the clue suggests the implied meaning.

1 mark

**Question 25** (3 marks)

The bio on the Hartley Lakes Community House profile (stimulus 5, text 1) reads:

“Drop in — no membership needed. The kettle’s always on.”

**a.** Name one value that this bio line shows.

1 mark

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**b.** Quote the words that show this value.

1 mark

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**c.** Explain how those words show the value.

1 mark

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**Question 26** (3 marks)

Use text 1 of stimulus 5, the Hartley Lakes Community House profile.

**a.** Identify two features of the social media profile.

2 marks

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**b.** Explain the job of the pinned post.

1 mark

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## Assessment 3 — Answers and solutions

### Section A — Key and solutions

| Question | Answer | Question | Answer |
|----------|--------|----------|--------|
| 1        | B      | 11       | D      |
| 2        | D      | 12       | B      |
| 3        | A      | 13       | C      |
| 4        | C      | 14       | A      |
| 5        | B      | 15       | D      |
| 6        | A      | 16       | B      |
| 7        | D      | 17       | C      |
| 8        | C      | 18       | A      |
| 9        | A      | 19       | D      |
| 10       | B      | 20       | C      |

Each solution explains why the key is the one best answer, and why each of the other options fails.

**Question 1 — B.** Everything on the page works to get readers along to one workshop morning: the heading names it, the copy sells it, the facts make it easy, and the button — “Save a place” — makes joining one click away. **A** fails because the page says nothing about a council or funding. **C** fails because the safety of borrowed tools is never discussed; the storage line is about making tools last, and it is part of selling the workshop. **D** fails because the page lists what the morning will cover but teaches no steps — step-by-step instructions are a different kind of text, and this page’s job is to get readers through the door, not to run the workshop on the screen.

**Question 2 — D.** Inclusive language pulls the reader into a group. “Our members run the bench, and our doors are open to everyone” does exactly that: “our” twice and “everyone” say that whoever is reading is already welcome inside the group. **A** fails because naming a problem grabs attention but includes nobody. **B** fails because a date-and-time line is a plain fact with no group words in it. **C** fails because it is direct address — “you can join” speaks to one reader at a time and states a helpful fact — rather than inclusive language, which gathers readers into an “our” and an “everyone”.

**Question 3 — A.** A places counter is built to show supply running out: with fourteen of the twenty places gone “at the last update”, a reader who is interested learns that the workshop is filling and that acting soon is worth it. **B** fails because the line counts places in this workshop, not the history of the last one — nothing says the previous workshop filled. **C** fails because “20 places” counts seats at an event; the page never says how many members the library has. **D** fails because the running time is given separately — 10.00 am to 11.30 am — and “20” belongs to the places line, not to minutes.

**Question 4 — C.** A “last updated” line tells readers how fresh the page is, so they can trust its details — including the places count — to be current rather than leftovers from a past event. **A** fails because the running time lives in the “When” line. **B** fails because the arrival time also lives in the “When” line. **D** fails because linking readers to other pages is the job of the navigation menu at the top of the page.

**Question 5 — B.** Faces doing friendly work carry the poster’s feeling: the laughing volunteers make the canteen shift look sociable, and a reader can picture themselves behind that counter. **A** fails because a photograph of laughing people says nothing about health inspections. **C** fails because nothing in the photograph shows prices or costs. **D** fails because the top-third photograph is the poster’s main visual — it is working, not decorating; no designer fills a poster’s most valuable space just to pass the time.

**Question 6 — A.** Size decides what is read first. On a busy noticeboard, the biggest letters carry the whole ask — footy needs a canteen, the canteen needs you — so a passer-by gets it in one glance and can stop to read on. **B** fails because letter size has nothing to do with printing cost here. **C** fails because the forty-year line sits in the middle of the poster in ordinary letters, not in the heading. **D** fails because the sign-up line is smaller but still printed at the foot for anyone to read — emphasis decides what is seen first, not what is hidden.

**Question 7 — D.** The line shows where the money goes: back into the club, as training gear, painted clubrooms and junior membership within reach. Every dollar serves the club's people — that is care for the community. **A** fails because the line says nothing about keeping anyone safe. **B** fails because no prices appear in the line, so there is nothing to be honest or dishonest about. **C** fails because "training gear" is equipment bought for players, not people's skills grown; the line is about money serving the club, and no worker's training appears in it.

**Question 8 — C.** The small print carries the two facts the big print leaves out: after the half-price first month, monthly billing continues at the standard rate; and cancelling means a trip to the front desk, since phone and message cancellations are refused. **A** fails because the post says "New members only" — existing members are shut out. **B** fails because the post never mentions opening hours; "Sign-ups close Sunday" is a deadline, not an opening time. **D** fails because 22 November is when the offer ends, not when any fun run starts.

**Question 9 — A.** Asking who benefits exposes the offer: "New members only" means the half price exists to sign up new paying members. The gym gains; current members get nothing from it. **B** fails because existing members are explicitly excluded. **C** fails because the fun run is named only as an example of a goal a beginner might train for; no organiser receives anything from the post. **D** fails because the front desk gains work, not ease — cancellations must be made there in person, and the post sends questions to it.

**Question 10 — B.** "May" is a weasel word: it weakens the claim so that the gym never actually promises to help anyone train, and cannot be held to it if a member's fun run never happens. **A** fails because "may" is the opposite of a promise — it commits the gym to nothing. **C** fails because the post counts no members and reports no results. **D** fails because the deadline comes from "Sign-ups close Sunday" and the offer-end date, not from "may".

**Question 11 — D.** The front panel's job is the hook: "An hour of your time could be the highlight of someone's week" stops a passer-by and makes them want to open the brochure. **A** fails because the training details sit in the inside panels. **B** fails because the contact details sit on the back panel. **C** fails because a heading cannot explain reading order — the fold of the sheet does that.

**Question 12 — B.** The back panel is where a persuaded reader lands: it carries the contact details and the next step, so someone who has just been won over knows exactly how to reach the program and what to do now. **A** fails because the hook lives on the front panel — that is the panel that stops the passer-by. **C** fails because nothing about a back panel makes it the home of the largest photograph; the cover normally carries the main image. **D** fails because the back panel does not list the inside headings; it closes the pitch and hands the reader the door.

**Question 13 — C.** Repeating one line builds recognition: after meeting "the kettle's always on" on the flyer, the banner, the door sign and the bio, people spot the house anywhere and know what they will get — and a line kept the same across places is a line the house is willing to be held to, which builds trust. **A** fails because opening times are separate facts, printed where they are needed; the kettle line states no time. **B** fails because the line does deliberate work in every place it appears — recognition is designed, not filler. **D** fails because the line hides nothing: the pinned post states plainly that the free lunch runs on Fridays.

**Question 14 — A.** The draft promises a free lunch "every day of the week ... seven days a week" when the house runs its lunch on Fridays only. That is a promise clash: the words promise what the organisation does not deliver. **B** fails because the draft's warm, excited tone fits the house's friendly voice — the words suit the brand; the promise is the problem. **C** fails because nothing in the task describes the draft's look, so no look clash can be judged. **D** fails because a behaviour clash is the organisation's actions contradicting its stated values; here the house's own behaviour — a Friday lunch, run every Friday — matches what it says. It is the unposted draft's claim that breaks faith.

**Question 15 — D.** Adaptation changes a message's shape, not its substance: the flyer, banner and post each suit their own place, but the central message — the same claim about what the house offers — stays the same across all three. That sameness is what makes them one message rather than three. **A** fails because each place carries its own length: a banner is a few words, a flyer can hold a column. **B** fails because the photograph can change with format and audience without touching the message. **C** fails because platform features — buttons, counters, links — belong to each place; they are exactly what should differ.

**Question 16 — B.** Editing works top-down: message and structure first, sentences next, conventions last. The draft's structure is its deepest fault — the key facts (day, date, time, place, cost) are buried inside one long run, and the post never tells readers how to join. Putting each fact on its own line and ending with a clear next step is the change that matters most. **A** fails because capital letters are conventions — the last layer of an edit, and little use while the

structure still hides the facts. **C** fails because “soooo” is sentence-level polish, also below structure in the hierarchy. **D** fails because the draft already shouts; more exclamation marks would make everything emphatic, and so nothing emphatic.

**Question 17 — C.** A spoken pitch cannot be re-read, so its ask has to land while the audience is still listening: build towards the clearest ask and put it in the last sentence, where it stays in the room with the owners. **A** fails because facts and figures fly past a listening ear — thirty seconds cannot carry them, and no owner can flip back to check. **B** fails because handing the ask to a flyer outsources the pitch’s whole job; the flyer is a different text for a later moment, and the spoken ask still has to work in the air. **D** fails because hashtags belong to social platforms — spoken aloud at a breakfast table they fit no setting at all.

**Question 18 — A.** In delivery, the change is the highlighter. The pause before the line, the slower pace and the quieter voice all say the same thing: “Not one tree, from end to end” is the line to remember. **B** fails because a slowed, quieted line is emphasis, not evidence of memory — a speaker reading from notes slows down the same way. **C** fails because a pause that matters lasts seconds; padding a speech is not what slowing one line does. **D** fails because the speech ends afterwards — she looks at each councillor and sits down; the slow, quiet line sits in the middle of the speech, where her point lives.

**Question 19 — D.** The volunteer puts the coordinator’s idea into her own words and ends with “is that right?” — a paraphrase offered for correction. That is checking understanding: the plan can move on only once both people know they heard the same thing. **A** fails because a probing question digs for something new below the surface — “what would the list involve?” — while this question adds nothing and mirrors back what was just said. **B** fails because a loaded question smuggles in a trap the answerer cannot step around; there is no trap here, only a check. **C** fails because the volunteer is handing the idea back for confirmation, not steering the discussion towards an idea of her own.

**Question 20 — C.** Two complete sentences have been run together, and the cleanest fix divides them: a full stop after “us” gives “Come and sing with us. Your voices are welcome.” **A** fails because a comma alone cannot join two complete sentences — it leaves a comma splice; a comma needs a joining word such as “and”, “but” or “so” beside it. **B** fails because it drops the comma between “voices” and “are welcome”, tearing a subject away from its verb. **D** fails because a comma after “Come” fixes nothing — the two sentences are still run together at “us your voices”.

## **Section B — Solutions and model responses**

**Question 21 (2 marks).** *State* asks for the purpose in one clear sentence. *Identify and quote* asks for the audience plus the exact words that show it.

**a.** Model response: The purpose is to encourage club members to volunteer in the canteen on Saturday match days.

**b.** Model response: The intended audience is club members and their families: the heading says “the canteen needs you”, and the sign-up line sends readers to the clubrooms or the secretary on a match day, so the poster speaks to people who already come to the club.

*(Model response: 62 words)*

*Marker’s note:* part b needs both halves — the audience and a quotation from the poster. “Members” alone, with no quoted evidence, earns half the mark at best.

*Common errors:* naming “everyone in town” as the audience — the sign-up routes all run through the club itself; quoting the forty-year line as evidence of audience, when it is evidence of history and values.

**Question 22 (2 marks).** *Identify and correct* asks you to name each error and write the corrected word.

Model response: “Their” should be “There”: their and there are homophones, words that sound alike but are spelled differently, and the sentence needs “there” to introduce the fact. “tuesday” should be “Tuesday”: days of the week take a capital letter. Corrected line: “There is a free choir session every Tuesday night.”

(Model response: 49 words)

*Marker’s note:* one mark for each error identified and correctly fixed. Naming the error type — homophone, missing capital — is good practice but not required for the mark; the correction is.

*Common errors:* fixing the same error twice and counting it as two; calling “tuesday” a spelling mistake rather than a missing capital; rewriting the whole sentence so loosely that the corrections cannot be seen.

**Question 23 (2 marks).** *Identify* asks for one cue from the image specification. *Explain* asks what the cue does to a reader.

**a.** Model response: One visual cue is the three visitors leaning in to watch the volunteer sharpen secateurs at the bench.

**b.** Model response: The cue lets readers picture themselves at that bench: the workshop looks hands-on and friendly, something done with people rather than a lecture, so readers are more likely to save a place.

(Model response: 52 words)

*Marker’s note:* part b must end at an effect on the reader. A cue taken from the words on the page rather than the image specification does not answer part a.

*Common errors:* describing the photograph without explaining an effect; effects that stop at “it looks nice” or “it grabs attention” without saying what the reader comes to feel or do.

**Question 24 (3 marks).** *State an implied meaning* asks what the line suggests without saying outright. *Quote the clue* asks for the exact words. *Explain* asks you to connect the clue to the implied meaning.

**a.** Model response: The line implies that the program wants ordinary readers, not specialists — it answers the unspoken worry, “would they want someone like me?”

**b.** Model response: The clue is “No experience needed”.

**c.** Model response: The clue names the doubt a reader is likely to feel and removes it before it can stop them: since nothing is required beforehand and the training comes with the role, any reader can picture themselves as a volunteer.

(Model response: 70 words)

*Marker’s note:* part a must go beyond the stated words — an implied meaning is something the line suggests but does not say. Part c must show the reasoning: clue, then the worry a reader would have, then how the clue removes it.

*Common errors:* restating “you do not need experience” as if it were implied — that is the stated meaning; quoting the whole sentence as “the clue” instead of the telling words; an explanation that repeats the implication without showing how the clue carries it.

*Other fully creditable answers (part a):* the home has thought about what puts people off volunteering and has written against it; volunteering here is presented as something anyone can start, however small the commitment.

**Question 25 (3 marks).** *Name a value* asks for the value the words show. *Quote* asks for the exact words. *Explain* asks how those words carry the value.

**a.** Model response: The bio line shows inclusion — fairness about who belongs.

**b.** Model response: The words that show it are “no membership needed”.

**c.** Model response: A membership means forms, fees and commitment; by dropping it, the house makes a choice that costs it something so that anyone can walk in as they are — and values show in choices like that one.

*(Model response: 57 words)*

*Marker’s note:* part c must tie the quoted words to the named value. The strongest answers notice that dropping membership is a choice that costs the house something, and that values show in costly choices.

*Common errors:* naming a value the line does not show, such as safety; quoting “the kettle’s always on” for inclusion without explaining how a warm welcome carries the value.

*Other fully creditable answers:* care for people and place, supported by “Drop in” and “The kettle’s always on” — words that promise a warm welcome to whoever arrives, whoever they are.

**Question 26 (3 marks).** *Identify* asks for two features of the profile. *Explain* asks what job the pinned post does.

**a.** Model response: Two features of the profile are the handle, @hartleylakeshouse, and the pinned post — the free Friday lunch post held at the top of the page.

**b.** Model response: The pinned post keeps the house’s most important news — the free Friday lunch — first for every visitor, whenever they arrive, instead of letting newer posts push it down the page.

*(Model response: 57 words)*

*Marker’s note:* part a needs two distinct features, each named — handle, bio, follower count and pinned post all count. Part b is about the pin’s job, its fixed first position, not about the lunch’s times or welcome.

*Common errors:* naming one feature twice in different words; explaining what the Friday lunch is instead of what pinning does; confusing the bio line with the pinned post.

## Assessment 4 — Unit 4 Outcome 2

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This assessment is school-based work: it forms part of your regular classes. Your teacher runs it in class, under your teacher's supervision, and sets the timeframe. It is the outcome demonstration for Unit 4 Outcome 2. In this book's words, the study design's Unit 4, Outcome 2 states the outcome:

By the end of the unit you negotiate the topic you choose for an oral presentation, and complete it — a presentation that showcases your reflections on, and evaluations of, your own learning.

The presentation itself — a live talk, a video, a podcast or a digital portfolio presentation — is negotiated with your teacher and completed as your school directs. This assessment checks the knowledge and skills behind that presentation: planning and sequencing a talk, choosing language, reasoning and evidence, the conventions of discussion, delivery, rehearsal, attribution, and the conventions of literacy. It draws on Topic 4 (Speaking to advise or to advocate) and on the conventions of oral communication, discussion and literacy that this outcome assesses.

Results are recorded as Satisfactory (S) or Not Satisfactory (N). Levels of achievement are a school decision — this book assigns no letter grades and no study scores.

**Format.** Part A: 20 multiple-choice questions, 1 mark each (20 marks). Part B: six short-answer questions (13 marks). Total: 33 marks. Record your Part A answers as your teacher directs. Write your Part B answers in the ruled spaces — the number of ruled lines shows how much to write.

Every scenario, person, place and organisation in this assessment is synthetic — it was created for this book. Printed stimuli carry their own note.

### Part A — Multiple-choice questions

*Answer all questions. Each question is worth 1 mark. Record your answers as your teacher directs.*

#### Question 1

**Stimulus — Ashgrove Youth Centre: brief for a two-minute advice talk.**

Speaker: a youth-centre worker.

Talk: "Booking and using the recording studio" — advice, two minutes.

Audience: young members who have never used the studio.

Points, in the order drafted:

1. editing and saving your recording
2. booking the studio at the front desk
3. what is in the studio — two microphones, headphones and the mixing desk (the desk that controls the sound)

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

The points were drafted in the order 1, 2, 3. Which change would most improve the order of the talk?

- A. Move point 3 to the front.
- B. Move point 2 to the front.
- C. Swap points 2 and 3.
- D. Add a fourth point about the studio rules.

## Question 2

Cara is giving a two-minute advocacy talk at a Fernhill City Council community forum. Her ask: a second Saturday-morning bus service for Fernhill. Which closing would work best?

- A. “Thanks for having me. Forums like this have run for years, which is a good thing, and the room is full tonight, so — buses. That’s about it.”
- B. “So, um, maybe the council could possibly think about another Saturday bus sometime, if that’s okay with everyone?”
- C. “Vote yes for the second Saturday-morning service — oh, and the footpath survey closes Friday, the market starts next month, and our school fundraiser is on too.”
- D. “So — to recap: one bus, one Saturday morning, and shoppers turned away at the door. Vote yes for a second Saturday-morning service.”

## Question 3

A student is recording an instructional podcast, “How to sew a button back on”, for listeners who have never sewn before. Which line suits that audience best?

- A. “Push the needle up through the fabric from underneath, then down through one of the button’s holes.”
- B. “Utilise a suitable fastening implement to affix the detached button.”
- C. “Take your needle, which you will have already threaded, and, holding the fabric steady with your other hand so the button does not shift, push the needle up through the fabric and then down through the hole.”
- D. “You might sort of want to try getting the thread through the button, if you can.”

## Question 4

A student is giving an advice talk to the Rivergum Institute student reps about cleaning the canteen sink at the end of each day. Which line uses a simile to make the mess vivid?

- A. “That sink is a rubbish tip by Friday.”
- B. “By Friday, there is food left in the sink.”
- C. “By Friday, that sink looks like a science experiment gone wrong.”
- D. “Who wants to face that sink on a Friday?”

## Question 5

At a Torrens Automotive open morning, Yusuf gives an advice talk for new drivers. One line runs: “If the oil warning light comes on, then stop and check the oil before you drive any further.” Which reasoning move does the line use?

- A. Cause and effect — it says one thing causes another.
- B. If-then — it says what follows when something happens.
- C. Comparison — it puts two things side by side.
- D. Example to conclusion — it moves from one case to a general rule.

### Question 6

Cole is proposing a games bus for away matches at a Rivergum Institute student assembly. One line of his speech runs: “Every other college in Bellwater already runs a games bus — Rivergum should not be the odd one out.” Which weak-reasoning trap does the line fall into?

- A. False cause — it claims one thing causes another without a support.
- B. Bandwagon — it claims everybody else already agrees instead of offering a support.
- C. Either-or trap — it hides every other choice behind two.
- D. Attacking the person — it targets a speaker instead of an idea.

### Question 7

A student is giving a two-minute advocacy talk at a community forum, asking the council to fund gravel for the slippery back path at Muddy Boots Community Garden. Her warning line is: “Two volunteers went down on that path on the same wet morning last winter.” Which move makes the warning work best?

- A. Stretch the number: “Dozens of volunteers have gone down on that path.”
- B. Attack the record: “The councillors who delayed this ask last year should be ashamed.”
- C. Promise the fix ends the problem: “With this gravel, that path will never be slippery again.”
- D. Pair the warning with the next step: “Two volunteers went down — so fund twenty bags of gravel, and we will spread them at one working bee.”

### Question 8

A student’s advocacy talk makes this claim: “The Saturday-morning bus into Fernhill is crowded.” Which piece of evidence supports the claim best?

- A. “Everyone who catches it already knows the bus is packed.”
- B. One rider’s story: “My aunt stood the whole way last Saturday.”
- C. The Fernhill Coaches depot log for June 2026 — a record of every bus coming back into the depot — showing 4 of the 5 Saturday-morning services arriving with every seat taken.
- D. “They say the buses are fuller than they used to be.”

### Question 9

A student’s advice talk on home first aid uses this survey result: Bellwater Community Health asked 340 local households in June 2026, and 58.6 per cent said they had no first-aid kit at home. Which sentence puts this number in the best shape for a listener’s ear?

- A. “In the health service’s survey, nearly six in ten households said they have no first-aid kit at home.”
- B. “A total of 58.6 per cent of the 340 households surveyed reported an absence of first-aid kits whatsoever.”
- C. “Most households have no first-aid kit.”
- D. “Bellwater Community Health asked 340 households in June 2026 and 58.6 per cent had no first-aid kit and 41.4 per cent did.”

### Question 10

A student is giving a casual talk to the Friday volunteer crew at Hartley Lakes Community House. They have just told the crew about the free Friday lunch, and they want to add one more fact: “\_\_\_\_\_ the kitchen keeps a gluten-free box for anyone who needs it.” Which words fill the gap best?

- A. “On top of that,”
- B. “However,”
- C. “To conclude,”
- D. “For instance,”

### Question 11

**Stimulus — Ashgrove Youth Centre: games-night announcement (transcript).**

**Abby**, a volunteer: [rushing] So basically, um, games night runs every week, and we set the tables up from five o’clock. Like, just come along, you know? [shuffles papers]

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

What is wrong with the words “basically”, “um”, “like” and “you know” in this announcement?

- A. They make the announcement too formal for a youth-centre room.
- B. They promise details that the announcement never gives.
- C. They hide the key details until the end of the announcement.
- D. They sound like clues but carry no information — they are fillers.

### Question 12

A student’s advocacy talk at a community forum ends with this ask: “Vote yes for the gravel for our back path.” Which delivery plan makes this one sentence stand out best?

- A. Speed up through the ask, so the talk ends briskly.
- B. Say the ask with a rising intonation, so it sounds polite.
- C. Slow down before the ask, pause before and after it, and let the voice fall on the last words.
- D. Keep the same pace and tone all the way through, so the talk sounds smooth.

### Question 13

A student is recording an instructional podcast, “How to assemble a flat-pack study desk”, for the school’s podcast channel. A podcast is voice only — the listener cannot see. Which technique suits the podcast best?

- A. Hold each part up to the camera lens as it is named.
- B. Put every action into words — name each part, each tool and each move as it happens.
- C. Use bigger gestures, so the listener can hear the movement.
- D. Let facial expressions carry the tricky steps.

### Question 14

**Stimulus — Ironbark Tool Library: member-information talk (transcript).**

**Erin**, a desk volunteer: [bright, welcoming] Hi everyone — thanks for coming in. [slowing; falling tone] The lending counter closes at seven. Every Tuesday and Thursday. [picking up; smile] And on Saturdays we are open right through till noon!

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

Erin's voice falls at the end of "The lending counter closes at seven." What does the falling intonation tell the listener?

- A. The line is settled and certain — a fact to trust, not a question.
- B. The line is unsure — Erin is not certain about the time.
- C. More items are coming — the line is one entry in a list.
- D. The line is a joke — Erin is teasing the new members.

### Question 15

A student wants to use a photograph they found online in a podcast episode. Which statement about copyright is correct?

- A. A photograph is only copyrighted if it carries the © symbol.
- B. A photograph that is free to view online is free to use.
- C. Copyright protects facts, so nobody else can report the same news.
- D. Copyright is automatic and free — a photograph is protected as soon as it is taken.

### Question 16

A student wants to use this photograph in a presentation: *New crossing at Bell Street*, posted online by Fernhill City Council in 2026 under a CC BY 4.0 licence. The student accessed it on 12 October 2026. Which credit line follows the attribution convention?

- A. Photo from the council website.
- B. Fernhill City Council, *New crossing at Bell Street*.
- C. Fernhill City Council (2026), *New crossing at Bell Street* [photograph], Fernhill City Council website, CC BY 4.0, accessed 12 October 2026.
- D. [www.fernhilldc.example.gov.au](http://www.fernhilldc.example.gov.au), *New crossing at Bell Street*, accessed 12 October 2026.

### Question 17

**Stimulus — Rivergum Institute: three students plan their presentations.**

**Kane:** Right — we each need one topic for our presentation. I say we all do fishing. Mine's the best idea anyway.

**Bridie:** Kane — fishing again? Your last three ideas were all about fishing. [laughs] I have been looking at the summer busking night, the one with the street musicians along the footpath. Could your topic work from that?

**Hamish:** Building on Bridie's idea — a busking night could work for all three of us, because we could each take one angle: how the acts sign up, how the night is set up, and where the money goes. Everybody in this class loves live music.

**Bridie:** So you're saying we share one event, but we each do our own talk — is that right, Hamish?

**Hamish:** Yeah, exactly.

**Kane:** Whatever you two decide. I'll just sit here quietly then.

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

Which line backs a view with a reason?

A. Kane: “I say we all do fishing. Mine’s the best idea anyway.”

B. Hamish: “Building on Bridie’s idea — a busking night could work for all three of us, because we could each take one angle [...]”

C. Kane: “Whatever you two decide. I’ll just sit here quietly then.”

D. Bridie: “Kane — fishing again? Your last three ideas were all about fishing.”

### Question 18

Read the transcript in Question 17 again. Which line checks understanding?

A. Bridie: “So you’re saying we share one event, but we each do our own talk — is that right, Hamish?”

B. Hamish: “Yeah, exactly.”

C. Kane: “Whatever you two decide. I’ll just sit here quietly then.”

D. Kane: “I say we all do fishing. Mine’s the best idea anyway.”

### Question 19

A student is writing the closing lines of a presentation script. Which sentence joins its two ideas correctly?

A. The script is finished, we still need to rehearse it.

B. The script is finished. Because we still need to rehearse it.

C. The script is finished but, we still need to rehearse it.

D. The script is finished, but we still need to rehearse it.

### Question 20

Which sentence is written correctly?

A. Their going to present there project at the forum.

B. The practice session was to short for the whole script.

C. Could you please organise your invitation list?

D. Its not time to panic, we still have Thursday.

*End of Part A*

## Part B — Short-answer questions

*Answer all questions in the ruled spaces. The number of ruled lines shows how much to write.*

**Question 21** (2 marks)

**Stimulus — Rivergum Institute: two draft presentation proposals.**

Each proposal is for one of the two presentation options.

**Leah:** “My proposal: how our public library’s home-delivery service gets books to residents who cannot get to the library. I will walk through what a volunteer does on a delivery run, so the audience can see how the service works — and how to sign a neighbour up for it.”

**Bianca:** “My proposal: how I train my rescue dog in ten-minute sessions a day. I will show the routine I use around school and work, so the audience can try it with their own pet.”

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

**a.** Which option does Leah’s proposal fit — Option 1 or Option 2? Give a reason.

1 mark

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**b.** Which option does Bianca’s proposal fit — Option 1 or Option 2? Give a reason.

1 mark

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**Question 22** (2 marks)

**Stimulus — Hugo’s rehearsal record, after the second recorded run of his tool-safety talk.**

Classmate’s feedback slip: “You rushed the ending — I missed the last step.”

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

Suggest one specific change Hugo could make to the ending of his talk, and name the kind of rehearsal that would test whether the change worked.

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**Question 23** (2 marks)

**Stimulus — Bellwater Public Library open day: advice-talk brief.**

Speaker: Ivy, a student volunteer.

Talk: “How the seed library works” — advice, two minutes.

Audience: local residents at the open day.

Body points, in order: 1. take up to two seed packets per visit; 2. grow them, and save seed when the plants crop; 3. bring the dried seed back in a labelled packet, so the next gardener knows what is inside.

The closing is not written yet.

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

Write the closing for Ivy’s talk: one sentence that recaps the three body points, then the one line the audience should walk out with.

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**Question 24** (2 marks)

**Stimulus — a student’s fact card for a talk about children’s programs at the local library.**

Fact: 612 people came to Tuesday story time last year.

Where from: Bellwater Public Library, *Annual report 2024–25*, library website.

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

Write one spoken sentence that gives the fact and names its source in words.

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**Question 25** (2 marks)

**Stimulus — Cole’s speaker notes for the end of his student-assembly speech.**

Ask line: “So — add your name to the petition, and let’s get the games bus on the road next term.”

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

Add one bracketed delivery cue to Cole’s ask line, and explain how the cue helps the ask land.

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**Question 26** (3 marks)

**Stimulus — Dean’s draft message to his presentation group.**

Its time to finalize our plan. We are meeting Thursday, bring the evidence cards.

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

Dean’s message contains three errors. Rewrite the two sentences, correcting all three errors.

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*End of Assessment 4*

## Assessment 4 — Answers and solutions

### Part A — Multiple-choice answers and solutions

| Question | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
|----------|----|----|----|----|----|----|----|----|----|----|
| Answer   | B  | D  | A  | C  | B  | B  | D  | C  | A  | A  |
| Question | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Answer   | D  | C  | B  | A  | D  | C  | B  | A  | D  | C  |

**Q1. B** — Booking is the listener’s first action, so point 2 belongs at the front: a how-to talk orders its points so each one builds on the last, and nothing in the talk can happen until the listener has booked. **A** fails — what is in the studio matters only once the listener can get in, so leading with point 3 describes a room they have not booked. **C** fails — swapping points 2 and 3 leaves editing and saving in front, still before the listener knows how to get access. **D** fails — adding a fourth point adds content, not order; the sequence problem stays.

**Q2. D** — A closing recaps the points in one breath and ends on the ask, so the ask is the last thing the forum hears. **A** fails — it rambles through other business and ends with no ask at all. **B** fails — it turns the ask into a hedged question (“maybe ... possibly ... if that’s okay?”), which invites the council to say no. **C** fails — it says the ask but buries it under three other announcements, so the ask is not the line the room walks out with.

**Q3. A** — Plain, short, you-directed instruction: one action per clause, in order, in everyday words — it survives one pass for a listener who has never sewn. **B** fails — formal jargon (“utilise”, “affix”, “fastening implement”) is abstract and does not survive one pass. **C** fails — one long nested sentence hides the actions inside clauses, and a first-time listener loses the thread. **D** fails — hedging (“might”, “sort of”, “maybe”) never gives a clear action at all.

**Q4. C** — A simile says one thing is *like* another: the sink is compared to “a science experiment gone wrong”, a picture you can see that survives one pass. **A** fails — “that sink *is* a rubbish tip” is a metaphor: a picture, but not a simile. **B** fails — a flat, literal statement with no picture at all. **D** fails — a rhetorical question is a different voice of speech, not a comparison.

**Q5. B** — The if–then move says what follows when something happens: if the light comes on, then stop and check. **A** fails — cause and effect would claim the light *causes* something; this line tells you what to do next, not what caused what. **C** fails — nothing is put side by side and compared. **D** fails — no example is given and no general rule is drawn from one.

**Q6. B** — The bandwagon claims everybody else already agrees — or already does it — instead of offering a support; “every other college” is asserted, never counted, and it says nothing about whether Rivergum students would use the bus. **A** fails — false cause claims one thing causes another without a support; this line makes no cause claim. **C** fails — the either–or trap hides every other choice behind two; this line offers no choices at all. **D** fails — attacking the person targets a speaker instead of an idea; nobody is attacked here.

**Q7. D** — The warning is honest (a real fall, a real wet morning) and it is paired with the concrete next step the audience can actually approve — the gravel and one working bee. Feeling opens the door; the doable step carries the ask through it. **A** fails — stretching “two volunteers” to a number nobody counted is dishonest, and a stretched case makes the honest numbers look stretched too. **B** fails — attacking the councillors makes the room defensive instead of convinced. **C** fails — promising the path will never be slippery again is a promise gravel cannot keep; an over-promise breaks trust.

**Q8. C** — A record: the depot log is dated, counted and checkable — four of five Saturday-morning services full, in one named month. Weak evidence does more damage in a talk than on a page, so a record beats every other option here. **A** fails — “everyone ... already knows” is the bandwagon: agreement is not evidence, and nobody counted “everyone”. **B** fails — one rider’s story is honest but is not a pattern; one bad morning does not prove a crowded season. **D** fails — “they say” is rumour: not recorded, not dated, not checked.

**Q9. A** — The number is shaped for the ear: rounded into everyday meaning (“nearly six in ten”) with the source named in words, which is how spoken evidence travels. **B** fails — “58.6 per cent of the 340 households surveyed” is too precise for the ear, and “reported an absence of” is written language, not spoken. **C** fails — “most” hides the size: it could mean 51 per cent or 95 per cent, and here the size is the point. **D** fails — two decimal-heavy numbers welded into one sentence; a listener can hold neither.

**Q10. A** — “On top of that,” is the casual Adding clue: the gluten-free box is one more fact added to the lunch news, and a volunteer crew mid-Friday suits the casual clothing. **B** fails — “However,” signals Contrast; the box does not contrast with the lunch. **C** fails — “To conclude,” wraps up (and is formal) when the speaker is adding. **D** fails — “For instance,” signals Example; the box is not an example of the lunch, it is an extra fact.

**Q11. D** — “basically”, “um”, “like” and “you know” sound like clues but carry no information about how the points connect — they are fillers dressed as clues. **A** fails — the announcement is too casual, not too formal. **B** fails — the words promise nothing; the announcement simply wastes air around the details it does give. **C** fails — the key details (every week, tables from five) are stated in the middle, not hidden at the end; the problem is the fillers themselves.

**Q12. C** — Highlighting works by contrast: slowing before the ask, pausing before and after it, and letting the voice fall marks this sentence as the one to remember — and the fall makes the ask sound settled and sure. **A** fails — speeding up blurs the one sentence that must survive. **B** fails — a rising intonation turns the ask into a question; a rise sounds unsure, like asking a favour. **D** fails — an even pace and tone throughout gives no contrast: everything loud is nothing loud.

**Q13. B** — A podcast is voice only, so every gesture becomes words: naming each part, tool and move as it happens is what lets the listener “see” the desk come together. **A** fails — a camera lens belongs to video; a podcast has no lens. **C** fails — bigger gestures are invisible through a microphone. **D** fails — a microphone picks up a smile, but facial expressions cannot carry steps.

**Q14. A** — A fall sounds certain and final: the falling voice on “closes at seven” tells the listener this is a settled fact to trust, not a question or a favour. **B** fails — a *rise*, not a fall, would sound unsure. **C** fails — a rising list tone signals more items coming; Erin’s voice falls and the line ends. **D** fails — nothing in the delivery suggests a joke; the cue reads “[slowing; falling tone]”, not a laugh.

**Q15. D** — Copyright is automatic and free: the photograph is protected from the moment it is taken, with nothing to pay and nothing to register. **A** fails — the © symbol is not required; protection does not depend on it. **B** fails — free to view is not free to use; seeing a photograph online says nothing about permission. **C** fails — copyright protects the way something is expressed, not the facts in it; anyone may report the same news.

**Q16. C** — The credit line follows the convention exactly: creator (year), *title*, the bracketed format [photograph], the website, the licence and the accessed date — the same shape as the taught pattern for a CC-licensed photo. **A** fails — “Photo from the council website” has no creator, year, title, licence or accessed date; it is not a credit. **B** fails — it drops the year, the format, the licence and the accessed date; the convention needs all of them. **D** fails — it puts a web address where the creator belongs and drops the licence; CC BY 4.0 requires the licence to be named.

**Q17. B** — Hamish builds on Bridie’s idea and gives a reason — “because we could each take one angle” — and a reason lets the group judge the idea instead of the volume: “I think X, because Y” beats a bare “I think X”. **A** fails — Kane’s opening is a bare claim; “mine’s the best idea anyway” asserts without any reason. **C** fails — Kane’s last line leaves the discussion; it offers nothing to judge. **D** fails — Bridie’s tease goes to Kane’s habits, not to an idea, and carries no reason for one.

**Q18. A** — Bridie paraphrases Hamish’s idea in her own words (“So you’re saying we share one event...”) and asks a clarifying question (“is that right?”) — the check that catches a mistake before the group acts on it. **B** fails — “Yeah, exactly” is the *answer* to a check, not a check; Hamish is confirming, not testing. **C** fails — Kane agrees without checking anything; “whatever you two decide” lets the group act on a plan he never tested — silence is not agreement. **D** fails — Kane’s opening asserts a preference; it checks nobody’s understanding.

**Q19. D** — Two complete thoughts joined correctly: a comma before the joining word *but*. **A** fails — a comma alone welds two complete thoughts together; that is the run-on family, and a comma is not strong enough to carry the join. **B** fails — “Because we still need to rehearse it.” standing alone is a fragment: it leaves the reader waiting for the thought it depends on. **C** fails — the comma sits after the joining word instead of before it.

**Q20. C** — Clean: the right homophone (“your invitation list”), the Australian spelling (“organise”) and correct question punctuation. **A** fails — “Their going” and “there project” misuse the homophones; it needs “They’re” and “their”. **B** fails — “to short” needs “too”. **D** fails — “Its” needs an apostrophe (“It’s”), and the comma welds two complete thoughts together.

## **Part B — Short-answer answers and model responses**

**Q21. Sort, explain (2).**

**a.** Model response: Option 1 — Leah’s topic serves the community: it shows the audience how a library service works and how to sign a neighbour up for it. (25 words)

**b.** Model response: Option 2 — Bianca’s topic serves her own life: training her own dog is everyday personal management. (16 words)

*Marker’s note:* the sorting question decides both parts — does the topic serve the community (Option 1, civic participation) or the person’s own life (Option 2, everyday personal contexts)? The reason must run that question against the proposal; naming the option alone earns no mark.

*Common errors:* sorting by the surface subject (“books = Option 1”, “animals = Option 2”) instead of who the topic serves; calling both proposals Option 1 because both mention helping; or judging the proposals as good or bad ideas, which the question does not ask.

*Other fully creditable answers.* a: any community-side reason — for example, “Option 1 — it informs the audience about a community service and how to take part in it.” b: any own-life-side reason — for example, “Option 2 — it is about managing her own routine around school and work.”

**Q22. Suggest, name (2).**

Model response: Slow the ending down — pause before the last step, and say that step at half speed. Test the change with another recorded run, and listen back for the last step. (30 words)

*Marker’s note:* 1 mark for a specific change aimed at the ending (pace, pause, or both); 1 mark for a rehearsal kind that tests what a listener hears. “Practise more” is not a specific change; reading the script silently cannot show whether the ending now lands.

*Common errors:* changing the content instead of the delivery (“cut the last step”) — the step was missed because it was rushed, not because it existed; or naming a rehearsal that cannot test the ending for a listener.

*Other fully creditable answers.* Any specific ending change — for example, “count the last step off on fingers”, “say the last step, then hold one beat of silence”, or “slow right down and let the voice fall on the last step” — paired with a recorded run listened back, or a live run past a test listener who reports what they heard last.

**Q23. Write (2).**

Model response: So — take up to two packets, grow them, and bring the dried seed back in a labelled packet. The seed library works when everyone who borrows gives back. (28 words)

*Marker’s note:* 1 mark for a one-sentence recap that carries all three body points in one breath; 1 mark for a walk-out line — the one line the audience carries out the door. This is an advice talk, so the closing ends on the walk-out line, not on an ask.

*Common errors:* a recap that picks up only one of the three points; new information the body never covered; or an advocacy-style ask (“join the library”), which this advice brief does not call for.

*Other fully creditable answers.* Any one-breath recap of all three points plus any walk-out line the body supports — for example, “Two packets out, seed saved, seed returned in a labelled packet — that is the whole system. The seed library only keeps working if borrowers give back.”

**Q24. Write (2).**

Model response: According to the library’s 2024–25 annual report, 612 people came to Tuesday story time last year. (16 words)

*Marker’s note:* 1 mark for carrying the fact accurately (612, Tuesday story time, last year — nothing invented or changed; a truthful ear-shape such as “more than six hundred” is also creditable); 1 mark for naming the source in spoken words. A listener cannot see a reference list, so the source travels inside the sentence.

*Common errors:* reciting the written credit (“Bellwater Public Library, 2025, Annual report 2024–25, accessed...” — that is the print convention, not a spoken sentence; giving the number bare with no source; or blurring the fact into “hundreds of people”, which hides the size the report gives.

*Other fully creditable answers.* Any spoken sentence that names the source in words and carries the fact — for example, “The library’s own annual report for 2024–25 counted more than six hundred people at Tuesday story time last year.”

**Q25. Add, explain (2).**

Model response: Cue: [slow right down; voice falls at the end; hold the pause after]. The slow-down and the falling voice mark the ask as the one sentence to remember, and the pause gives it room to land. (36 words)

*Marker’s note:* 1 mark for one bracketed cue placed on the ask — pace, pause, intonation or gesture; 1 mark for an explanation tied to the ask landing. The cue works by contrast with everything around it, which is why one cue beats a page of them.

*Common errors:* cueing every line of the notes — everything loud is nothing loud; a cue that fights the ask (a rising tone would make “add your name” sound unsure); or an explanation that only describes the cue (“it tells him to go slowly”) without saying what the cue does to the ask.

*Other fully creditable answers.* Any single well-placed cue — for example, “[one beat of silence before the sentence; eye contact moves across the room]” — with an explanation tied to contrast, or to the settled, falling close that makes an ask sound sure.

**Q26. Rewrite (3).**

Model response: It’s time to finalise our plan. We are meeting Thursday. Bring the evidence cards. (14 words)

*Marker’s note:* 1 mark for each of the three fixes, one per convention family — the apostrophe in “It’s” (punctuation), the Australian spelling “finalise” (spelling), and the split of the welded second sentence (sentence structure: a full stop, or a comma plus *so*, or a semicolon). Every fact must survive: Thursday and the evidence cards stay.

*Common errors:* fixing two errors and missing the third — usually the run-on; “correcting” by deleting (“We are meeting Thursday.” with the evidence cards dropped) — a fix that drops information is not a fix; or leaving “finalize” with a z.

*Other fully creditable answers.* “It’s time to finalise our plan. We are meeting Thursday, so bring the evidence cards.” or “It’s time to finalise our plan. We are meeting Thursday; bring the evidence cards.”

## GAT Section A practice

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This block is **practice for the GAT (General Achievement Test)**, Section A. The GAT is an external test run by the Victorian Curriculum and Assessment Authority (VCAA). It is separate from the assessments in this book. This block gives you practice with two parts of GAT Section A: a **writing task** and a set of **reading** multiple-choice questions.

GAT Section A has three parts: a writing task, a set of reading multiple-choice questions, and a set of numeracy (number) multiple-choice questions. This block practises the writing task and the reading questions. It does not cover the numeracy part.

### The shape of Section A

- The **writing task** has two parts and takes **30 minutes** in total. Part 1 is a short-answer type response (about 10 minutes). Part 2 is a more detailed response (about 20 minutes).
- The **reading** section has **50 multiple-choice questions** in **45 minutes** in the real test. The practice set here is a **scaled-down version — 20 questions** in the same style.

### How to use this block

- Practise under timed conditions. Do the writing task first (30 minutes), then the reading questions. Work quietly and keep an eye on the clock.
  - Do not look at the answers until you have finished. The answers and fully-worked solutions are at the end of this block. Check your work against them when you are done.
  - Every text here was written for this book. The organisations, places and people are invented — nothing in this block is a real document, and no organisation named here is real.
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### The writing task (30 minutes)

In the real GAT, you have **30 minutes** for the writing task. It has two parts. Part 1 is a short-answer type response; Part 2 is a more detailed response. Both parts use the same stimulus material below. Read the stimulus, then complete Part 1 and Part 2.

**Stimulus.** Read the newspaper extract below. It is the stimulus for both parts of the writing task.

#### Four-day week trial at Tallowood Freight

*The Marri Flat Mail, 12 September 2026*

Tallowood Freight, the delivery company on the eastern edge of Marri Flat, will trial a four-day working week for its warehouse staff from next month. Under the trial, staff will work their usual 38 hours across four longer days instead of five shorter ones, and will be paid the same.

Warehouse manager Priya Nair said the company hoped the change would improve work–life balance and make the jobs easier to fill. “People keep telling us they want more time for family and study,” she said. “If a four-day week gives them that, everyone wins.”

Not all staff are convinced. Some welcomed the longer weekends, but others worried that ten-hour days would be tiring and hard to manage around childcare, caring for a relative, or a second job. The company says it will review the trial after six months, then decide whether to keep it, change it, or drop it.

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

### Writing task (30 minutes in total)

Write your two responses in your answer book. Part 1 and Part 2 are separate pieces of writing. Plan before you write, and leave a little time to check your work.

**Part 1.** The staff at Tallowood Freight have been asked for their views on the four-day week trial. Write a short response giving your own view on whether the trial is a good idea for the workers, and one main reason for that view. Suggested length: about 150–250 words. about 10 minutes

**Part 2.** Some people believe that changes to working hours — such as a four-day week — are good for both workers and businesses. Others believe they create new problems. Write a more detailed response arguing your view on this statement. Develop your argument with reasons and examples. Suggested length: about 400–600 words. about 20 minutes

When you write, markers look at how well you:

- write for the purpose and the audience of the task;
- develop and organise your ideas clearly;
- use language that suits the task; and
- use correct spelling, punctuation and grammar.

This is practice, so aim to write as clearly as you can within the time. A model response for each part, with a marker's note, is at the end of this block.

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## The reading questions (45 minutes)

In the real GAT, the reading section has 50 multiple-choice questions in 45 minutes. This is a scaled-down practice set of **20 questions** in the same style. Aim for about **20 minutes** for these 20 questions — close to the pace of the real test.

Each set of questions refers to one text. Read the text, then choose the **best** answer for each question. There is only **one** correct answer. The answer key and fully-worked solutions are at the end of this block.

### Passage 1 — A workplace memo

**Stimulus.** Read the memo below, then answer Questions 1–4.

#### MEMORANDUM

**To:** All front-counter and delivery staff

**From:** Dana Petrov, Manager

**Date:** 3 September 2026

**Subject:** New process for online orders

From Monday 8 September, all online orders will come through the new tablet at the front counter, not the old paper docket book. Please check the tablet at the start of every shift and sign the shift log to show that you have read the day's orders. If an order is missing or wrong, tell Dana straight away — do not try to fix it yourself.

Delivery drivers: collect your run sheet from the tablet each morning and tick off drops as you complete them. Thanks for your help while we make the switch.

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

### Question 1

What is the main purpose of this memo?

- A. To persuade staff to volunteer for extra delivery shifts
- B. To tell staff about a change to how online orders are handled
- C. To complain to staff about the old paper docket book
- D. To advertise the bakehouse's delivery service to customers

## Question 2

Who is this memo written for?

- A. Customers who place orders online
- B. The suppliers who deliver goods to the bakehouse
- C. Front-counter and delivery staff at the bakehouse
- D. New managers being recruited by the bakehouse

## Question 3

According to the memo, what should a staff member do if an online order is missing or wrong?

- A. Tell the manager, Dana, straight away
- B. Fix the order themselves before the customer collects it
- C. Record the problem in the old paper docket book
- D. Wait until the end of the shift and report it then

## Question 4

The memo tells drivers to “tick off drops as you complete them.” What does “tick off drops” mean here?

- A. Cancel any deliveries that are running late
- B. Add new deliveries to the run sheet
- C. Sort the deliveries by street name
- D. Mark each delivery as done once it is finished

## Passage 2 — A community pamphlet

**Stimulus.** Read the pamphlet below, then answer Questions 5–8.

### **SALTBUSH REPAIR CAFÉ — give your old things a new life!**

Run by Saltbush Neighbourhood House

Got a toaster that will not toast? A bike with a flat tyre? A coat with a broken zip? Do not throw it out — bring it in!

Once a month, our team of friendly volunteers will try to repair your small household items **for free**. You stay with your item while the volunteer works on it, and you can enjoy a cup of tea and a chat.

**What we can fix:** small electrical appliances, bikes, clothing and mending, toys, and small furniture.

**What we cannot fix:** anything that needs a licensed tradesperson (such as gas or major wiring), or any item that is unsafe to handle.

**When:** the second Saturday of every month, 10 am–1 pm

**Where:** Saltbush Neighbourhood House hall, 14 Saltbush Street

**Cost:** free (donations welcome)

No need to book — just drop in. Cannot make it this month? Come along to the next one!

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

### Question 5

What is the main purpose of this pamphlet?

- A. To warn people about the dangers of old electrical appliances
- B. To recruit volunteers to repair items at the Neighbourhood House
- C. To tell people about a free community repair service and invite them to bring items in
- D. To sell second-hand household goods at a low price

### Question 6

Who is this pamphlet mainly written for?

- A. Local people who have broken household items they would like repaired
- B. Licensed tradespeople who are looking for work
- C. People who want to buy a new appliance
- D. Visitors who want to donate money to the Neighbourhood House

### Question 7

Which item could the Repair Café most likely help a person with?

- A. A gas stove that is leaking
- B. A bicycle with a flat tyre
- C. A house that needs new wiring
- D. A car with a broken engine

### Question 8

The pamphlet says “No need to book — just drop in.” What does “drop in” mean here?

- A. Leave your item and collect it the next day
- B. Phone the Neighbourhood House first
- C. Pay a small fee at the door
- D. Arrive without making an appointment

### Passage 3 — An information sheet

**Stimulus.** Read the information sheet below, then answer Questions 9–12.

#### UNDERSTANDING YOUR PAYSリップ

A payslip is a document your employer gives you each time you are paid. It shows how your pay was worked out. By law, your employer must give you a payslip within one working day of paying you.

Most payslips have these parts:

- **Gross pay** — your total pay *before* any tax or other amounts are taken out.
- **Deductions** — amounts taken *out* of your gross pay, such as tax, and your share of superannuation if you have chosen to pay some yourself.
- **Net pay** — the amount you actually receive, after deductions. This is sometimes called your “take-home pay”.

Your payslip should also show your name, your employer’s name, the pay period (the dates the pay covers), and the date you were paid.

**Check your payslip every time.** If something looks wrong — for example, the hours are too low, or there is a deduction you do not recognise — ask your employer or payroll officer as soon as you can. Keep your payslips in a safe place; you may need them when you apply for a loan, rent a home, or do your tax return.

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

### Question 9

What is this information sheet mainly about?

- A. What a payslip is, and how to read and check one
- B. How to apply for a loan or rent a home
- C. How to complete your tax return
- D. How to ask your employer for a pay rise

### Question 10

According to the sheet, what is “net pay”?

- A. Your total pay before any tax is taken out
- B. The tax your employer pays on your behalf
- C. The amount you receive after deductions have been taken out
- D. The superannuation you choose to pay yourself

### Question 11

Why does the sheet tell you to “keep your payslips in a safe place”?

- A. Because employers are not allowed to keep any copies
- B. Because your bank collects them from you every week
- C. Because it is against the law to throw them away
- D. Because you may need them later, for example for a loan or a tax return

### Question 12

According to the sheet, by when must your employer give you a payslip?

- A. At the end of the financial year
- B. Within one working day of paying you
- C. Within one week of paying you
- D. Only when you ask for one

### Passage 4 — A campaign flyer

**Stimulus.** Read the campaign flyer below, then answer Questions 13–16.

#### **SAVE OUR 412 BUS!**

Friends of Route 412 say: do not let our bus disappear

Marri Flat Shire Council has proposed cutting the 412 bus route from next July. The council says the route is “not used enough” and that the money will be saved.

But who really uses the 412? Students getting to school. Older residents getting to medical appointments. Workers without a car getting to the industrial area. For many of these people, the 412 is not a convenience — it is the only way they can get around.

Cutting the route will not save money; it will shift the cost onto the people who can least afford it. A town that lets its most vulnerable residents down is a town that forgets what community means.

**Tell the council the 412 must stay.** Add your name to our petition before 30 November. Together we are louder than a spreadsheet.

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

### Question 13

What is the main purpose of this flyer?

- A. To inform readers about changes to the bus timetable
- B. To explain how the council plans to save money
- C. To persuade readers to support keeping the 412 bus route
- D. To advertise a new bus service for the industrial area

### Question 14

Who is this flyer mainly aimed at?

- A. Local people who could sign the petition and support the campaign
- B. The council members who vote on the budget
- C. The bus drivers who work on the 412 route
- D. The students who are applying to local schools

### Question 15

The flyer ends with the line “Together we are louder than a spreadsheet.” What is this line mainly trying to do?

- A. To give the exact number of people who use the bus
- B. To show that the council’s figures are correct and should be trusted
- C. To explain the method the council uses to count passengers
- D. To contrast people’s voices with cold figures in a striking way, to rally support

### Question 16

The flyer claims that cutting the route “will shift the cost onto the people who can least afford it.” What does the writer mean by this?

- A. The council will charge poorer residents higher bus fares
- B. Losing the bus will hurt most the people who depend on it and have few other options
- C. Bus tickets will cost more from next July
- D. The council will spend the saved money only on wealthy areas

## Passage 5 — A course comparison

**Stimulus.** Ironbark Skills Centre is running two short courses next term. The table compares them. Read the table, then answer Questions 17–20.

|                       | Intro to Carpentry                                    | Intro to Small Business                          |
|-----------------------|-------------------------------------------------------|--------------------------------------------------|
| <b>Day and time</b>   | Tuesday evenings, 6–9 pm                              | Saturday mornings, 9 am–12 pm                    |
| <b>Length</b>         | 8 weeks                                               | 6 weeks                                          |
| <b>Level</b>          | Beginner — no experience needed                       | Beginner — no experience needed                  |
| <b>Cost</b>           | \$240                                                 | \$180                                            |
| <b>Places</b>         | 12                                                    | 20                                               |
| <b>What you learn</b> | Measuring, cutting and building basic timber projects | Planning, pricing and promoting a small business |

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

### Question 17

When does the Intro to Carpentry course run?

- A. Tuesday evenings
- B. Saturday mornings
- C. Monday afternoons
- D. Sunday evenings

### Question 18

A person wants the course that runs for the **fewer** number of weeks. Which course should they choose, and how long is it?

- A. Intro to Carpentry — 8 weeks
- B. Intro to Carpentry — 12 weeks
- C. Intro to Small Business — 20 weeks
- D. Intro to Small Business — 6 weeks

### Question 19

What does the “Level: Beginner — no experience needed” row tell you?

- A. You must already have experience to join either course
- B. You need to pass an entry test before you can join
- C. Either course is suitable for someone who has never done it before
- D. The courses are only for people who already run a business

### Question 20

Based on the table, which statement is correct?

- A. Intro to Carpentry costs less than Intro to Small Business.
- B. Intro to Small Business has more places than Intro to Carpentry.
- C. Both courses run on the same day of the week.
- D. Intro to Carpentry runs for fewer weeks than Intro to Small Business.

*End of reading questions.*



## GAT Section A practice — Answers and solutions

### Writing task — model responses

These are model responses, not the only correct answers. Your own response can differ and still be strong, as long as it fits the purpose and audience, develops clear ideas, and uses accurate language. Markers do not give a grade for this practice — use the models and notes to judge and improve your own writing.

#### Part 1 — model response

In my view, the four-day week trial is a good idea for the workers at Tallowood Freight. The main reason is that it gives staff more control over their own time without cutting their pay.

Under the trial, workers still do their usual 38 hours and are paid the same, but they do those hours across four days instead of five. That means an extra day free every week. For a student, that day could be used for study. For a parent, it could mean more time with children. For anyone worn out by the working week, it is a longer break to rest and recover.

The people who worry about ten-hour days have a fair point. Longer days can be tiring, especially for physical work in a warehouse. But the trial runs for only six months, and the company has promised to review the results. If the long days do not work, the trial can be changed or dropped. That makes it a low-risk way to test a change that could really improve workers' lives.

On balance, I support the trial. Workers keep their pay, gain a day of freedom each week, and have a say in whether the change continues.

*(Model response: 202 words)*

*Criteria map:* This model fits the task — it gives a clear view (the trial is a good idea) and one main reason (more control over time, with the same pay), then supports that reason with examples and answers the other side. It is organised (view → reason → counter-point → conclusion) and its spelling, punctuation and grammar are accurate.

*Marker's note:* A short-answer type response still needs a clear point of view and a reason. Naming the reason in the first sentence ("The main reason is ...") makes the response easy to follow. Acknowledging the other side in one or two sentences shows balance without making the response too long.

*Common errors:* Retelling the article instead of giving a view; giving a view with no reason; writing so much that the response runs past the 10-minute part.

#### Part 2 — model response

Should workplaces move to shorter weeks and longer days? The trial at Tallowood Freight has started this conversation in our town, and I believe that changes to working hours such as a four-day week are good for both workers and businesses — as long as they are introduced carefully.

The strongest argument for a four-day week is that it gives workers more time for the rest of their lives. Many people today juggle work with study, childcare, caring for an older relative, or a second job. A shorter working week with the same pay hands them back a whole day. That time is not wasted; it is spent on family, rest, study or the community. Workers who are rested and less stressed are happier, and happier workers are less likely to leave.

This is where businesses benefit too. A company that offers a four-day week is more attractive to people looking for a job. Tallowood Freight's manager said the jobs were hard to fill; a better roster could change that. Businesses also lose less money when staff take fewer sick days and stay longer in their roles. Training a replacement is expensive, so keeping good staff is good for the bottom line.

Of course, a four-day week is not perfect, and the people who worry about it are not wrong. Ten-hour days are tiring, especially for physical work in a warehouse. Longer days can be hard for someone who cares for children or a relative, or who works a second job on their "day off". If a business simply squeezes five days of work into four without planning, customers may be let down and staff may burn out.

These problems are real, but they are reasons to plan carefully, not reasons to refuse the change. A trial like the one at Tallowood Freight is the right way to proceed. It runs for a limited time, it listens to workers, and it can be changed or

dropped if it does not work. Businesses should also offer choices where they can — for example, letting some staff keep a five-day week if a four-day week does not suit them.

In conclusion, changes to working hours can be good for everyone. Workers gain time and flexibility, and businesses gain a more committed workforce that is easier to recruit. The four-day week is not a magic answer, and it will not suit every job or every person. But where it is trialled carefully and workers have a say, it is a change worth making. A town that gives its workers a little more time is a town that works for everyone.

(Model response: 437 words)

**Criteria map:** This model argues a clear position on the broader statement, develops several reasons (time for workers; recruiting and retention for businesses), answers the opposing view, and reaches a conclusion. Paragraphs each carry one idea, and the language is accurate and suits an argued response.

**Marker's note:** Part 2 asks for a more detailed argument than Part 1. The strongest responses take a position, give two or more developed reasons, deal with the other side, and conclude. Linking words (“This is where...”, “Of course...”, “In conclusion...”) signpost the argument for the reader.

**Common errors:** Repeating the Part 1 response at greater length without adding new reasons; listing points without developing them; ignoring the opposing view; running out of time because there was no plan.

**Other fully creditable answers.** Both parts can be answered from either side — a response arguing *against* the four-day week (or against the broader statement) is fully creditable if it gives a clear view, developed reasons and accurate language. The models above show one strong approach, not the only one.

## Reading questions — key and solutions

### Answer key

|     |   |   |   |   |   |   |   |   |   |    |
|-----|---|---|---|---|---|---|---|---|---|----|
| Q   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Key | B | C | A | D | C | A | B | D | A | C  |

  

|     |    |    |    |    |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|----|----|----|----|
| Q   | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Key | D  | B  | C  | A  | D  | B  | A  | D  | C  | B  |

Each solution below gives the correct answer and explains why the other three options are wrong.

**Q1. B** — the memo tells staff that online orders will now come through a new tablet instead of the old docket book, so its purpose is to inform staff of a change. **A** is wrong: the memo does not ask anyone to work extra shifts. **C** is wrong: the docket book is mentioned only to say it is being replaced, not to complain about it. **D** is wrong: the memo is written to staff, not to advertise to customers.

**Q2. C** — the memo is addressed “To: All front-counter and delivery staff”, so it is written for the bakehouse’s own staff. **A** is wrong: customers are not the audience; the memo is about internal process. **B** is wrong: suppliers are not addressed. **D** is wrong: nothing in the memo is aimed at new managers being recruited.

**Q3. A** — the memo says “If an order is missing or wrong, tell Dana straight away”. Dana is the manager. **B** is wrong: the memo says “do not try to fix it yourself”. **C** is wrong: the old docket book is being replaced, not used for problems. **D** is wrong: the memo says to report it “straight away”, not at the end of the shift.

**Q4. D** — to “tick off drops as you complete them” means to mark each delivery (a “drop”) as done once it is finished. **A** is wrong: “tick off” means mark as complete, not cancel. **B** is wrong: drivers collect the run sheet; they do not add drops. **C** is wrong: nothing suggests sorting by street.

**Q5. C** — the pamphlet describes a free repair service and invites people to bring items in (“bring it in!”), so its purpose is to inform and invite. **A** is wrong: the safety warning is a small part, not the main purpose. **B** is wrong: the pamphlet mentions volunteers but is not recruiting them. **D** is wrong: the service repairs your own items; it does not sell goods.

**Q6. A** — the pamphlet speaks to people who have broken household items (“Got a toaster that will not toast?”), so it is aimed at local residents who want repairs. **B** is wrong: tradespeople are named only as work the café cannot do. **C** is wrong: the café repairs old items; it does not sell new ones. **D** is wrong: donations are welcome but the pamphlet is not aimed at donors.

**Q7. B** — bikes are listed under “What we can fix”. **A** is wrong: gas needs a licensed tradesperson, which the café cannot do. **C** is wrong: major wiring is listed under “What we cannot fix”. **D** is wrong: a car engine is not listed and is unsafe for volunteers to handle.

**Q8. D** — “No need to book — just drop in” means arrive without making an appointment. **A** is wrong: you stay with your item, so you do not leave it and return the next day. **B** is wrong: “no need to book” means you do not have to phone first. **C** is wrong: the cost is “free (donations welcome)”, not a fee at the door.

**Q9. A** — the sheet explains what a payslip is, its parts, and tells you to check it, so it is about reading and checking a payslip. **B** is wrong: applying for a loan is named only as one reason to keep payslips. **C** is wrong: the tax return is mentioned once, not explained. **D** is wrong: the sheet never discusses asking for a pay rise.

**Q10. C** — the sheet defines net pay as “the amount you actually receive, after deductions”. **A** is wrong: that is the definition of gross pay. **B** is wrong: net pay is what you receive, not tax the employer pays. **D** is wrong: your own superannuation is a deduction, not net pay.

**Q11. D** — the sheet says you “may need them when you apply for a loan, rent a home, or do your tax return”, so keeping them safe is for later use. **A** is wrong: the sheet does not say employers keep no copies. **B** is wrong: the bank is not said to collect payslips weekly. **C** is wrong: the sheet does not say throwing them away is illegal.

**Q12. B** — the sheet states your employer “must give you a payslip within one working day of paying you”. **A** is wrong: the financial year is not mentioned for payslip timing. **C** is wrong: the sheet says one working day, not one week. **D** is wrong: the sheet says the employer must give one, not only on request.

**Q13. C** — the flyer urges readers to “Tell the council the 412 must stay” and to sign a petition, so its purpose is to persuade readers to support keeping the route. **A** is wrong: the flyer gives no timetable. **B** is wrong: the flyer argues against the council’s saving, not to explain it. **D** is wrong: the flyer is about saving a route, not advertising a new one.

**Q14. A** — the flyer asks readers to “Add your name to our petition”, so it is aimed at local people who can support the campaign. **B** is wrong: the flyer asks the public to pressure the council, not the council members directly. **C** is wrong: drivers are not addressed. **D** is wrong: students are named as bus users, not as the audience.

**Q15. D** — the line sets people’s voices (“Together we are louder”) against the council’s figures (“a spreadsheet”) in a striking way, to rally support. **A** is wrong: the line gives no exact number. **B** is wrong: the flyer disagrees with the council’s figures, it does not endorse them. **C** is wrong: the line does not explain any counting method.

**Q16. B** — “shift the cost onto the people who can least afford it” means losing the bus hurts most the people who depend on it and have few other options. **A** is wrong: the flyer is about cutting the route, not raising fares. **C** is wrong: ticket prices are not discussed. **D** is wrong: the flyer does not say the saved money goes to wealthy areas.

**Q17. A** — the table shows Intro to Carpentry runs “Tuesday evenings, 6–9 pm”. **B** is wrong: Saturday mornings is the Small Business course. **C** is wrong: neither course runs on Monday. **D** is wrong: neither course runs on Sunday.

**Q18. D** — the fewer number of weeks is Intro to Small Business at 6 weeks (Carpentry is 8 weeks). **A** is wrong: Carpentry is 8 weeks, which is more, not fewer. **B** is wrong: 12 is the number of Carpentry places, not its length in weeks. **C** is wrong: 20 is the number of Small Business places, not its length in weeks.

**Q19. C** — “Beginner — no experience needed” means either course suits someone who has never done it before. **A** is wrong: it says no experience is needed, the opposite. **B** is wrong: no entry test is mentioned. **D** is wrong: the courses are for beginners, not only for people who run a business.

**Q20. B** — the table shows Small Business has 20 places and Carpentry has 12, so Small Business has more places. **A** is wrong: Carpentry costs \$240 and Small Business \$180, so Carpentry costs more, not less. **C** is wrong: Carpentry is Tuesday and Small Business is Saturday, so they are on different days. **D** is wrong: Carpentry is 8 weeks and Small Business is 6, so Carpentry runs for more weeks, not fewer.