



Read general information texts or media

D1.LAN.CL10.08

D1.LAN.CL10.09

Assessor Manual



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Assessor Manual



William
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Institute

Specialist centre
for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

'Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering ‘Remarks’ as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of ‘Written Questions’ for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a ‘X’ is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: READ GENERAL INFORMATION TEXTS OR MEDIA		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.08 D1.LAN.CL10.09		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to read general information texts or media in the workplace.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify the purpose of general information texts or media</p> <p>1.1 Identify <i>informative texts or media</i></p> <p>1.2 Identify <i>persuasive texts or media</i></p> <p>1.3 Identify <i>instructional texts or media</i></p> <p>1.4 Identify <i>descriptive texts or media</i></p> <p>Element 2: Apply reading strategies</p> <p>2.1 Use <i>skimming skills</i> to gain the gist or main ideas of a text</p> <p>2.2 Use <i>scanning skills</i> to locate specific information in a text</p> <p>Element 3: Apply critical reading skills</p> <p>3.1 Analyse and identify bias and exaggeration in a written text</p> <p>3.2 Read the small print in written text to determine conditions which may apply to special offers</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Informative texts or media</i> refer to any piece of writing and may include:</p> <ul style="list-style-type: none"> • Articles in newspapers and magazines • Factual information, presented with a high degree of formality, infrequent use of personal pronouns and common use of the passive voice 	

3.3 Evaluate the accuracy of written texts

3.4 *Synthesize* what is read by demonstrating comprehension of the whole text

- General books and textbooks
- Manuals and handbooks
- Brochures and advertisements
- Promotional letters and emails
- Recipes and menus
- Timetables, weather maps, currency conversion charts
- Information from websites or CD ROMs.

Persuasive texts or media aim to convince you to do something. Features of this type of text may include:

- The use of future forms of the language, capitals, exclamation marks, rhetorical questions and one sided arguments.

Instructional texts or media give information on how to do something. Features of this text type may include:

- The use of imperatives
- Second person pronouns
- Modals such as must, need and should.

Descriptive texts or media describe numerous things including people, places, food, flora and fauna, events, situations, customs and culture. Features of this type of text may include:

- The use of adjectives and adverbs
- Comparatives and superlatives
- Vocabulary which appeals to the five senses.

Skimming skills refers to the ability to gain the main idea or gist from a text. Strategies for skimming may include:

- Reading headings and subheadings
- Using illustrations, if available, to gain the gist of the text
- Reading the first and last sentences of paragraphs
- Not reading every word but skimming the text for key content words.

Scanning skills refers to the skill used to locate specific information in a body of text and may include:

- Price
- Dates
- Departure times
- Telephone numbers
- Accommodation facilities
- Minimum purchase rules
- High and low season rates.

Critical reading may include:

- Identifying bias and unsubstantiated claims, remember, if an offer sounds too good to be true it often is
- Reading for implication. For example, reading the small print to determine hidden charges and penalties in the case of cancellations
- Assessing the credibility of what is written. This is particularly true for information found on the internet
- Analysing, evaluating and synthesizing what is read.

Synthesize refers to the ability to combine the elements of a text into a whole and may include:

- Paraphrasing
- Summarizing the information contained in a text.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify informative, persuasive, instructional and descriptive text types
- Ability to apply skim reading skills to get the gist or main idea of a text
- Ability to apply scan reading skills to locate specific information in a text
- Ability to apply critical reading skills
- Ability to analyse the text for bias and exaggeration
- Ability to evaluate the accuracy of a text
- Ability to synthesize all of the information contained in a text.

Linkages To Other Units

- Develop and update local knowledge
- Maintain hospitality industry knowledge
- Read and interpret basic instructions, directions and/or diagrams
- Develop and maintain food and beverage product knowledge
- Gather and present product knowledge
- Develop and update tourism industry knowledge
- Follow safety and security procedures
- Maintain product information inventory
- Source and package tourism products and services

- Prepare and present four commentaries
- Research and share information on indigenous cultures
- Source and present information.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify the purpose of different types of texts
- Demonstrated ability to apply skimming and scanning reading skills
- Demonstrated ability to apply critical reading skills through analysing, evaluating and synthesizing the content of general information texts.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people read general information texts or media in English in the workplace.

Resource Implications

Training and assessment to include access to a real or simulated workplace, a suitably qualified English as a second language (ESL) teachers; and authentic texts or media relevant to the workplace such as policies, procedures, guidelines, etc.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Worksheets
- Oral and written comprehension questions
- Multiple choice questions
- Summary writing.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organizing and analysing information	2	Evaluate the quality of promotional material
Communicating ideas and information	2	Summarize the content of a variety of texts
Planning and organizing activities	1	Develop reading strategies
Working with others and in teams	1	Share information with others
Using mathematical ideas and techniques	1	Develop timelines to research topics
Solving problems	2	Apply critical reading skills
Using technology	2	Use a database to source information

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Read general information texts or media D1.LAN.CL10.08 D1.LAN.CL10.09
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give me four examples of informative texts or media you refer to/use in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
2. How can you identify if a text or media is 'persuasive'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Differentiate between an 'informative' text/media and 'instructional' text/media.	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the features of 'descriptive' texts/media?	<input type="checkbox"/>	<input type="checkbox"/>
5. What might you do when 'skimming' a text to obtain its main idea/gist?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What is the objective of 'scanning' a document when reading text/media?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why should you apply critical reading skills when reading workplace texts/media?	<input type="checkbox"/>	<input type="checkbox"/>
8. What is meant by 'the small print' when referring to documents used in the workplace: why is it important to be aware of the small print when you read a document?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. You are not convinced about the accuracy of the information contained in a reservation you have received/read: how might you determine whether or not the details (dates, times, numbers of people etc) are correct or not?	<input type="checkbox"/>	<input type="checkbox"/>
10. One way of proving you have understood a text is to 'paraphrase' it: what is meant by 'paraphrasing'?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Read general information texts or media – D1.LAN.CL10.08 D1.LAN.CL10.09

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Write three examples of informative texts.

Look at the table below and answer questions 2, 3, 4 and 5.

Occupancy rate from January to June						
Hotel	JAN	FEB	MAR	APR	MAY	JUN
Mama's Mansions	85%	81%	70%	74%	75%	70%
Hamish's Hotels	92%	90%	78%	75%	75%	70%
Master's Motel	63%	58%	55%	55%	55%	55%
TaTa's Tents	95%	80%	65%	60%	50%	35%

2. Which hotel had the highest occupancy in January?
- Mama's Mansion
 - Hamish's Hotels
 - Master's Motel
 - Ta Ta's Tents
3. Which hotel had the lowest occupancy in March?
- Mama's Mansion
 - Hamish's Hotels
 - Master's Motel
 - Ta Ta's Tents

4. Which hotel had 35% occupancy in June?
 - a) Mama's Mansion
 - b) Hamish's Hotels
 - c) Master's Motel
 - d) Ta Ta's Tents
5. Which hotel had the 55% occupancy in June?
 - a. Mama's Mansion
 - b. Hamish's Hotels
 - c. Master's Motel
 - d. Ta Ta's Tents
6. Which is the best example of a persuasive text?
 - a. A birthday card
 - b. A menu
 - c. A advertisement for a special offer
 - d. An instruction manual

7. Write the comparative form of the adjective.

Big

8. Write the comparative form of the adjective.

Heavy

9. Write the superlative form of the adjective.

Quick

10. Write the superlative form of the adjective.

Expensive

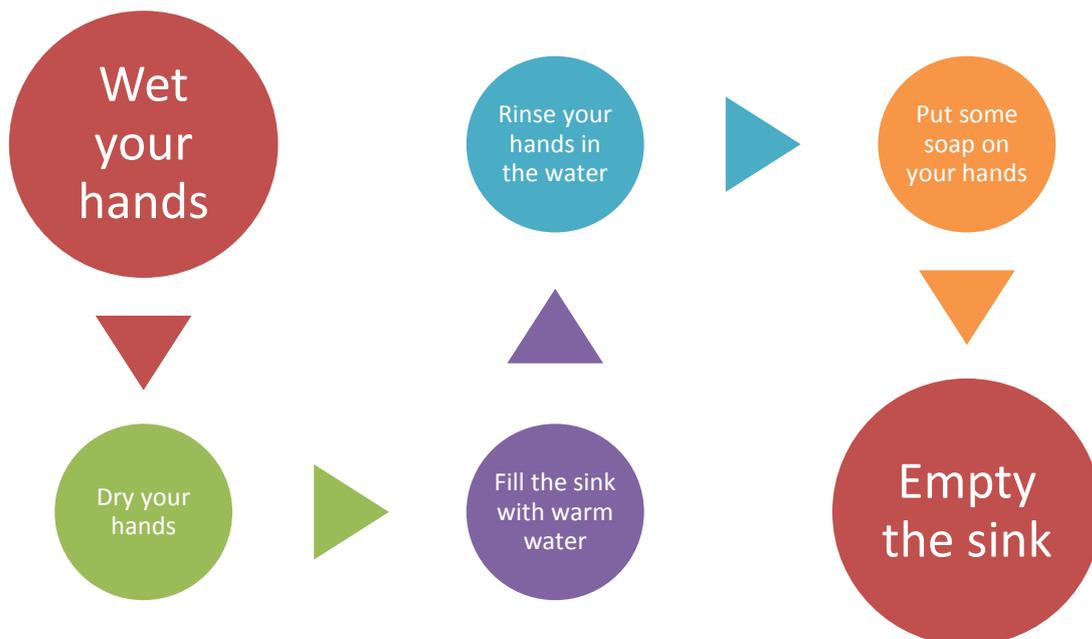
11. Write the imperative or command for the picture.



12. Write the imperative or command for the picture.



13. Put the instructions into the correct order.



- Step 1: Fill the sink with warm water.
- Step 2: _____
- Step 3: _____
- Step 4: _____
- Step 5: _____
- Step 6: _____

14. What does the sign mean?

- a) Turn left!
- b) No right turn!
- c) Stop!
- d) Welcome!

15. Describe 4 things in the picture below. Use 'there is' or 'there are'.



- a) _____
- b) _____
- c) _____
- d) _____

16. Circle the correct meaning for the adjectives below.

Adjective	Meaning		
huge	small	medium	very big
spectacular	boring	fantastic	good
superb	excellent	interesting	funny

17. Skimming in reading means.....?

- a) To read quickly for gist
- b)) To read for specific information

18. Scanning in reading means....?

- a. To read quickly for gist
- b. To read for specific information

19. What is 'bias'?

20. What is 'exaggeration'?

21. What is another term for 'fine print'?

22. Where can you often see 'fine print'?

- a. Special offers
- b. Terms and conditions
- c. Advertisements
- d. All of the above

23. Write three things you can do to check the accuracy of a written text.

24. What is a summary?
- a) A detailed description
 - b) A book
 - c) A description of the main points
 - d) None of the above

25. Write a summary of the paragraph below. Use point form.

Your airplane will land at the airport at eight-thirty in the morning. You will disembark and pass through customs and immigration by nine forty-five. Once you have entered the arrivals lounge, you will be met by the hotel's driver. He will be holding a placard with your name written on it. You will travel to the hotel by car. It should only take forty minutes to get to your hotel from the airport. When you arrive, you will check-in at the front desk. The porter will take your luggage up to your room. You have one hour to freshen up before the business meeting begins.



Answers to Written Questions

Read general information texts or media – D1.LAN.CL10.08 D1.LAN.CL10.09

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. Write three examples of informative texts?

- General books
- Textbooks
- Manuals
- Handbooks
- Brochures
- Advertisements.

Look at the table below and answer questions 2, 3, 4 and 5.

Occupancy rate from January to June						
Hotel	JAN	FEB	MAR	APR	MAY	JUN
Mama's Mansions	85%	81%	70%	74%	75%	70%
Hamish's Hotels	92%	90%	78%	75%	75%	70%
Master's Motel	63%	58%	55%	55%	55%	55%
TaTa's Tents	95%	80%	65%	60%	50%	35%

2. Which hotel had the highest occupancy in January?

- a) Mama's Mansion
- b) Hamish's Hotels
- c) Master's Motel
- d) Ta Ta's Tents**

3. Which hotel had the lowest occupancy in March?

- a) Mama's Mansion
- b) Hamish's Hotels
- c) Master's Motel**
- d) Ta Ta's Tents

4. Which hotel had 35% occupancy in June?

- a. Mama's Mansion
- b. Hamish's Hotels
- c. Master's Motel
- d. Ta Ta's Tents**

5. Which hotel had the 55% occupancy in June?

- a. Mama's Mansion
- b. Hamish's Hotels
- c. Master's Motel**
- d. Ta Ta's Tents

6. Which is the best example of a persuasive text?

- a. A birthday card
- b. A menu
- c. A advertisement for a special offer**
- d. An instruction manual

7. Write the comparative form of the adjective.

Big

Bigger

8. Write the comparative form of the adjective.

Heavy

Heavier

9. Write the superlative form of the adjective.

Quick

Quickest

10. Write the superlative form of the adjective.

Expensive

The most expensive

11. Write the imperative or command for the picture.



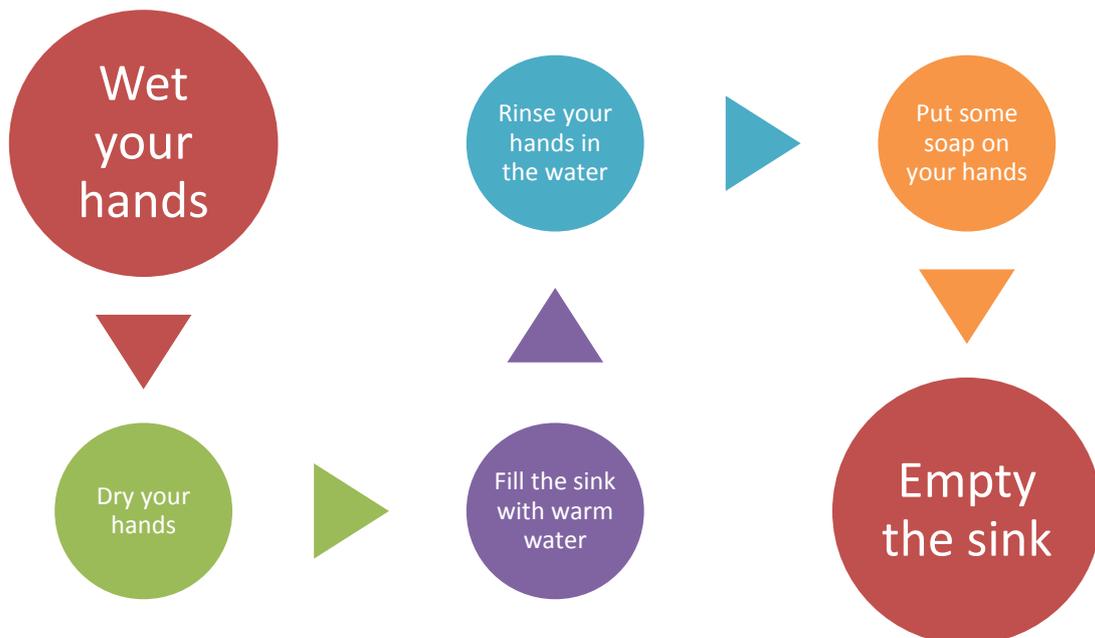
Wake up! Get up!

12. Write the imperative or command for the picture.



Be quiet

13. Put the instructions into the correct order.



- Step 1: Fill the sink with warm water.
- Step 2: **Wet your hands**
- Step 3: **Put some soap on your hands**
- Step 4: **Rinse your hands in the water**
- Step 5: **Dry your hands**
- Step 6: **Empty the sink**

14. What does the sign mean?

- a) Turn left!
- b) No right turn!**
- c) Stop!
- d) Welcome!

15. Describe 4 things in the picture below. Use 'there is' or 'there are'.



- a) **There is a table/There are some tables.**
- b) **There is a bed.**
- c) **There is a sofa.**
- d) **There is a fridge.**

16. Circle the correct meaning for the adjectives below.

Adjective	Meaning		
huge	small	medium	very big
spectacular	boring	fantastic	good
superb	excellent	interesting	funny

17. Skimming in reading means.....?

- a) To read quickly for gist
- b)) To read for specific information

18. Scanning in reading means....?

- a. To read quickly for gist
- b. To read for specific information

19. What is 'bias'?

Bias = A judgement based on a personal point of view.

20. What is 'exaggeration'?

Exaggeration = To make an overstatement or to stretch the truth.

21. What is another term for 'fine print'?

Mouse print or small print

22. Where can you often see 'fine print'?

- a. Special offers
- b. Terms and conditions
- c. Advertisements
- d. All of the above

23. Write three things you can do to check the accuracy of a written text.

- Check the author's qualifications
- Check if the site/book is copyrighted
- Check spelling and grammar
- Check for bias or exaggeration
- Check the source of information is reputable or well known

24. What is a summary?

- a) A detailed description
- b) A book
- c) A description of the main points**
- d) None of the above

25. Write a summary of the paragraph below. Use point form.

Your airplane will land at the airport at eight-thirty in the morning. You will disembark and pass through customs and immigration by nine forty-five. Once you have entered the arrivals lounge, you will be met by the hotel's driver. He will be holding a placard with your name written on it. You will travel to the hotel by car. It should only take forty minutes to get to your hotel from the airport. When you arrive, you will check-in at the front desk. The porter will take your luggage up to your room. You have one hour to freshen up before the business meeting begins.

- Airplane lands – 8.30
 - Leave customs and immigration - 9.45
 - Meet hotel's driver - arrivals lounge
 - Airport to hotel - 40 minutes
 - Check-in - front desk
 - Meeting - one hour later.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Read general information texts or media D1.LAN.CL10.08 D1.LAN.CL10.09
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Identify the purpose of general information texts or media b) Apply reading strategies c) Apply critical reading skills 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Identify the purpose of general information texts or media		
Identify informative texts or media	<input type="checkbox"/>	<input type="checkbox"/>
Identify persuasive texts or media	<input type="checkbox"/>	<input type="checkbox"/>
Identify instructional texts or media	<input type="checkbox"/>	<input type="checkbox"/>
Identify descriptive texts or media	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Apply reading strategies		
Use skimming skills to gain the gist or main ideas of a text	<input type="checkbox"/>	<input type="checkbox"/>
Use scanning skills to locate specific information in a text	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: Apply critical reading skills		
Analyse and identify bias and exaggeration in a written text	<input type="checkbox"/>	<input type="checkbox"/>
Read the small print in written text to determine conditions which may apply to special offers	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the accuracy of written texts	<input type="checkbox"/>	<input type="checkbox"/>
Synthesize what is read by demonstrating comprehension of the whole text	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Read general information texts or media D1.LAN.CL10.08 D1.LAN.CL10.09		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Identifies, uses and differentiates between informative, persuasive, instructive and descriptive texts or media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses skimming and scanning reading skills to gain the gist or main ideas of a text and locate specific information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyses and identifies bias and exaggeration in a written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads the small print in written texts to determine conditions which may apply to special offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates the accuracy of written texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizes what is read by demonstrating comprehension of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--	--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Read general information texts or media	D1.LAN.CL10.08 D1.LAN.CL10.09
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify the purpose of general information texts or media						
Identify informative texts or media						
Identify persuasive texts or media						
Identify instructional texts or media						
Identify descriptive texts or media						
Element 2: Apply reading strategies						
Use skimming skills to gain the gist or main ideas of a text						
Use scanning skills to locate specific information in a text						
Element 3: Apply <i>critical reading</i> skills						
Analyse and identify bias and exaggeration in a written text						
Read the small print in written text to determine conditions which may apply to special offers						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Evaluate the accuracy of written texts						
Synthesize what is read by demonstrating comprehension of the whole text						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 