



Foundation Skills

Assessment Guide



FSKRDG10 - Read and respond to routine workplace information

Instructions to Assessor

- Each Task needs to be completed independently
- The Marking Criteria specifies the demonstration of skill and knowledge required for each task

Elements and PC: Evidence of the ability to:

Knowledge of:

1.1,1.2,1.3	<ul style="list-style-type: none"> Interpret information in routine workplace texts 	<ul style="list-style-type: none"> a variety of routine workplace texts such as instruction manuals, reports, emails, brochures, work instructions, spreadsheets. 	Task 1
1.1,1.2,1.3 2.1,2.2,2.3,2.4	<ul style="list-style-type: none"> Respond appropriately to information in routine workplace texts. 	<ul style="list-style-type: none"> purpose and features of routine workplace texts 	Task 2
2.1,2.2,2.3,2.4	<ul style="list-style-type: none"> Understanding of industry specific information 	<ul style="list-style-type: none"> some specialised terminology in routine workplace texts 	Task 3
3.1,3.2	<ul style="list-style-type: none"> Check that information is correct and response is appropriate 	<ul style="list-style-type: none"> reading strategies to interpret information in routine workplace texts 	Task 4

Evidence must be collected using basic texts typically found in the Workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Reading & Writing

Task 1: Read the following Safe Working Procedures and then answer the questions.

Every organisation has to abide by the safety regulations and some are as simple as how you are sitting at a desk.

Safe Working Procedures - Adjusting furniture to suit your needs

Desk

- The height of the desk or chair should be adjusted so that the surface of the desk is at elbow height (when sitting).
- There should be plenty of room for legs below the desk surface.
- Personal and stationery items should be arranged for easy access, to minimise twisting and bending.

1. If the arrangement is not at elbow height what should you do?

It is recommended that you are sitting at the right height. You should adjust the chair higher or lower to ensure the desk is at elbow height.

2. How should personal and stationary items be arranged?

All stationery and equipment needs to be accessible by turning the chair to get to it or being able to reach without bending or twisting awkwardly.

3. Rick has to keep his legs under his chair when he uses his desk because there are boxes stored under his desk. Is this in accordance with the safe working practices outlined above? Explain your answer.

The safe working procedures above state there should be plenty of room for legs below the desk surface. Rick has to keep his legs under his chair because of the boxes stored underneath his desk. This practice does not follow the safe working procedures so the boxes will need to be removed to give Rick adequate leg room under his desk.

Marking Criteria:	Select criteria
<p>Writing:</p> <ul style="list-style-type: none"> . control over grammatical mechanics <i>ie spelling, punctuation, clauses, coherent structure</i> : is increasingly less conscious - less stilted and with less errors . breadth and depth of language/word knowledge and use is extended to unfamiliar situations/discourses . developing more involved legibly written sentences through choice of words/phrases to create specific meanings in paragraphs . determines purposes of genres and selects according to work/social/community/personal need <i>eg instructional manual for new computer system for work; arguing that you were not on the electoral roll when the State elections were held; supporting a new sewerage plant in another suburb; providing an explanation of your childcare arrangement for Family Services.</i> <p>Reading</p> <ul style="list-style-type: none"> . demonstrates an understanding of basic grammatical formats/formulae to make sense of texts <i>eg compound sentences, clauses, use of verb tenses, frameworks for common genres of writing ie argumentative, narrative, descriptive, procedural</i> . can explain commonly known idiomatic expression for dominant culture and /or one other . able to identify and explain an increased number of factors provided in visual texts <i>eg tables, graphs, maps</i> . uses a range of holistic reading approaches to make sense of unfamiliar texts: prediction, prior knowledge, syllable recognition, meanings of punctuation aids, root words, common spelling rules . comprehends and explains the purposes of types of texts <i>ie used to include, to vilify, sway opinion</i> 	

Reading & Writing

Task 2: Read the memo and answer the questions

To: All Staff

From: Bill

Date: 16th May

This is to let you all know that a new company filing and records procedures manual has been developed. This is to make sure all staff are using the same procedures to file and record information.

The manual will be sent to all staff in the next few days.

There will also be an information session to provide staff with an overview of the filing and records procedures and to give everyone the chance to ask questions. The information session will be in 2 weeks time, on Monday 30th May. It will be held at 3 pm in the board room.

Thanks.

Bill
Manager, Records Department

Why has the company updated its filing and records procedures? (1 paragraph)

If the company need to move staff around or if someone leaves then this will not be a problem as all staff will know how to use the same system. There will be no loss in work and the company will not be affected. It will also be easier to find files if they are all filed correctly. This will also cut down wasted time in the workplace trying to look for files.

From the memo, summarise the most important points:

A new company filing and records procedures manual has been developed for all staff
An information session will be held on Monday the 30th May at 3pm in the board room

Marking Criteria:	Select criteria
<p>Writing:</p> <ul style="list-style-type: none"> . control over grammatical mechanics <i>ie spelling, punctuation, clauses, coherent structure</i> : is increasingly less conscious - less stilted and with less errors . breadth and depth of language/word knowledge and use is extended to unfamiliar situations/discourses . developing more involved legibly written sentences through choice of words/phrases to create specific meanings in paragraphs . determines purposes of genres and selects according to work/social/community/personal need <i>eg instructional manual for new computer system for work; arguing that you were not on the electoral roll when the State elections were held; supporting a new sewerage plant in another suburb; providing an explanation of your childcare arrangement for Family Services.</i> <p>Reading</p> <ul style="list-style-type: none"> . demonstrates an understanding of basic grammatical formats/formulae to make sense of texts <i>eg compound sentences, clauses, use of verb tenses, frameworks for common genres of writing ie argumentative, narrative, descriptive, procedural</i> . can explain commonly known idiomatic expression for dominant culture and /or one other . able to identify and explain an increased number of factors provided in visual texts <i>eg tables, graphs, maps</i> . uses a range of holistic reading approaches to make sense of unfamiliar texts: prediction, prior knowledge, syllable recognition, meanings of punctuation aids, root words, common spelling rules . comprehends and explains the purposes of types of texts <i>ie used to include, to vilify, sway opinion</i> 	

Final Recording Form

Candidate name:.....

Trainer/Assessor:.....

Course: FSK20113 Certificate II in Skills for Work and Vocational Pathways

Code	Foundation Skill – ACSF Level 3	Completed	Date
FSKRDG10 Read and respond to routine workplace information	Reading & Writing	Task 1	
	Reading & Writing	Task 2	
	Speaking & Writing	Task 3	
	Speaking & Reading & Writing	Task 4	

Signed: (Candidate) Date:.....

Signed:..... (Assessor) Date:.....