

Literacy 2018 v1.0

IA2B annotated sample response

June 2018

Reading comprehension task

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific standards.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. evaluate and integrate information and ideas to construct meaning from texts and text types related to a workplace and/or training situation
2. select and apply reading strategies, appropriate to purpose and text type, in a workplace and/or training situation.

Note: Objectives 3–8 are not assessed in this instrument.

Instrument-specific standards

Reading	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> purposeful evaluation of facts and ideas in a range of familiar and some unfamiliar, abstract or complex texts related to a workplace and/or training situation selection and application of a range of effective reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation. 	A
<ul style="list-style-type: none"> appropriate evaluation of facts and ideas in a range of familiar and some unfamiliar texts related to a workplace and/or training situation selection and application of a range of appropriate reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation. 	B
<ul style="list-style-type: none"> evaluation of facts and ideas in a range of familiar and some unfamiliar texts related to a workplace and/or training situation selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation. 	C
<ul style="list-style-type: none"> simple judgments about basic facts and ideas in familiar texts related to a workplace and/or training situation occasional selection and application of reading strategies in familiar texts in a workplace and/or training situation, although not always successfully. 	D
<ul style="list-style-type: none"> opinions expressed about facts and ideas in familiar texts related to a workplace and/or training situation rare application of reading strategies related to a workplace and/or training situation, even in simple familiar texts. 	E

Task

See the sample assessment instrument for IA2B: Reading comprehension task (available on the QCAA Portal).

Sample response

Criterion	Result
Reading Assessment objectives 1, 2	B

The annotations show the match to the instrument-specific standards characteristics.

Session 1: Written response

Reading

purposeful evaluation of facts and ideas in a range of familiar and some unfamiliar, abstract or complex texts related to a workplace and/or training situation

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Question 1

Event: WebCo advertised a job for an assistant manager where people 'who are Caucasian' would be preferred. WebCo's actions in response to social media comments were appropriate because they removed the offensive ad and the people who wrote it will be punished, reflecting its values of diversity and inclusion.

Question 2

One reaction was from the WebCo's chief executive officer, who was very firm about the ad being unacceptable and a clear breach in their beliefs in 'respect and integrity' (maybe embarrassed). Another was anger from the union who claimed that it was 'unbelievable'. They're reasonable because people shouldn't be discriminated against because of ethnicity.

Question 3

One idea is that Seek profiles make it easier to find jobs because they open doors for people. Another idea is that Seek does all the work because a lady in a suit, a boss, is paddling across a big ocean towards us to offer work. We just wait for her to arrive.

Question 4

The ad is effective for young people in some ways because we like the idea of someone doing all the work for us, but it's better for older people who like wearing suits and want jobs where a suit is needed. The lady looks like a professional, not my scene.

Question 5

Facebook is the best platform to advertise with because 95% of people advertise there. This information is very useful for a new clothing store as it shows the most successful platform for them to use, increasing their exposure, the new store won't want to advertise with Twitter (only 21% advertise there).

Question 6

Facebook could use this well-presented, easy-to-understand information to promote itself as being better than the rest, as being more popular and having lots of influence, which will attract even more people to advertise with them. Twitter could use this information to work on its own services and to try to improve.

Question 7

One pathway is conciliation. It's a face-to-face meeting where the complainant and respondent get advice and get to put across their point of view, and hopefully resolve the issue. It's a good process that encourages parties to talk and consider suggestions. It's about finding solutions that are acceptable to both of them.

Question 8

The conciliation process is fairly quick and there is no cost to be legally represented. This process is worthwhile because it gives the parties an opportunity to discuss the complaint and the issues without going to court, which is convenient because court can cost a lot and take a long time.

Session 1: Written response

<p>Reading</p> <p>purposeful evaluation of facts and ideas in a range of familiar and some unfamiliar, abstract or complex texts related to a workplace and/or training situation</p>	<p>Question 9</p> <p>David had a lot of complaints because people were very rude — he said that he was:</p> <ul style="list-style-type: none">• treated unfairly• called racist names• made fun of in front of customers and colleagues• complained to the manager, but the manager did not do anything to solve the problem• he was eventually fired. <p>Question 10</p> <p>With all of David's complaints, I feel his decision to take them to the Australian Human Rights Commission was valid, because, like he said, he was treated unfairly. And people have a right to dignity and inclusion. The commission deals with these kinds of complaints. Something needed to be done to right the wrong.</p>
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Session 2: Spoken response (rough notes only — see voice recording)

Stimulus text 1

<p>Reading</p> <p>selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation</p>	<p>Question 1</p> <p>Reading strategies used are:</p> <ul style="list-style-type: none">• re-reading sections• checked words I didn't know in the dictionary• reading topic sentences slowly• reading aloud.
<p>Reading</p> <p>selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation</p>	<p>Question 2</p> <p>Particularly helpful strategies were:</p> <ul style="list-style-type: none">• using the dictionary — it helped put pieces of information together by filling the gap in my knowledge, although some of the words still don't make complete sense to me• reading topic sentences slowly meant that I had time to think about the meaning of the words before moving on• I have found that reading aloud enables me to switch off the noise around me — it helps me focus• re-reading is something that is pretty cool actually; sometimes I have to read a sentence three times before I understand it, which is really annoying, but I do it when I can be bothered, mostly when I am interested in it.
<p>Reading</p> <p>selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation</p>	<p>Question 3</p> <p>That being a bystander to bullying creates its own issues for students — it is a complicated situation that can impact people something terrible.</p> <p>The information is spread throughout the text, but the middle of it talks about why bystanders might really not want to get involved.</p>

Session 2: Spoken response (rough notes only — see voice recording)

Question 4

The tone is factual, giving people information.

This is to teach people about how hard it is step in and get involved.

It makes me not want to judge people when they do not stop bullying from happening, which I hadn't realised before.

Stimulus text 2

Reading

selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation

Reading

selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation

Reading

purposeful evaluation of facts and ideas in a range of familiar and some unfamiliar, abstract or complex texts related to a workplace and/or training situation

Question 1

Reading strategies used are:

- used a ruler under sentences
- checked words I didn't know in the dictionary
- highlighted words
- writing notes in the margin.

Question 2

Particularly helpful strategies were:

- using the dictionary — there were some big words that I found really hard to say and break apart, let alone understand (non-compliance, capabilities)
- using a ruler — because there were so many arrows and white space and columns, I needed to use the ruler to keep my eyes focused on the right sentences
- highlighting — drawing my eyes to important ideas in a sentence meant that I could sometimes guess what the words in between them meant
- writing notes — writing down the meaning of some words in the margin or above them helps me a lot when I re-read a sentence.

Question 3

- underperformance is not doing your jobs at work — needs to be addressed quickly — may be being caused by stress
- misconduct is bad behaviour that is very serious because it may involve criminal things like stealing — can result in losing your job

Question 4

- red arrows draw your eye to a main point; makes underperformance easier to understand (list)
- the short paragraphs are good — I don't like really long paragraphs filled with words because it is hard to understand all the ideas in them
- the headings in red tell me what the rest of the paragraph is about