

# Literacy 2018 v1.0

IA2B sample assessment instrument

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.

<b>Subject</b>	Literacy	<b>Instrument no.</b>	IA2B
<b>Technique</b>	Reading comprehension task		
<b>Topic</b>	Topic 2: The work environment		

### Session 1: Written responses

#### Conditions

##### Response type

Short response — 50 words per question

##### Time

90 minutes

##### Perusal

10 minutes planning (writing notes is permitted)

##### Other

Session 1 requires written responses to comprehension questions.  
Dictionaries are permitted.  
Audiovisual text may be heard up to three times.

#### Instructions

Respond to questions about unseen stimulus texts in the space provided. Stimulus texts include:

- written (unfamiliar)
- visual (complex)
- visual (routine familiar)
- audiovisual (unfamiliar).

#### Criterion

##### Reading

Assessment objectives 1, 2

#### Grade

**Written stimulus text**

Read the following news article and respond to questions 1 and 2.

## **WebCo removes online ad for ‘Caucasian’ staff**

Internet giant WebCo is investigating their internal processes after one of its stores posted an online job advertisement asking for ‘Caucasian’ candidates.

The advertisement for an assistant manager appeared on employment websites on Monday afternoon, stating that people ‘who are Caucasian’ would be preferred.

The ad was subsequently removed, but not before it started trending on social media.

WebCo’s chief executive officer, George Smith, said those involved will be disciplined.

‘This is a clear breach of our standards and goes completely against our values of respect and integrity. We employ people from more than 60 different countries.’

On social media, Ben Green posted: ‘How could such a thing happen?’

Sandra Brown commented: ‘This is simply not acceptable. No business has the right to discriminate’.

WebCo replied to people’s comments stating that the advertisement had been removed.

A spokesperson for the union said: ‘Discouraging certain individuals from even applying for a job at their store based on ethnicity is unbelievable. After all, we live in the 21st century’.

**Question 1**

Explain the event reported in the news article and evaluate whether the action/s taken by WebCo after the comments had been posted were appropriate. Provide two reasons to support your opinion.

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**Question 2**

Identify two responses to the online job advertisement from two different people quoted in the news article and evaluate the reasonableness of their viewpoints. Use information from the stimulus to support your answer.

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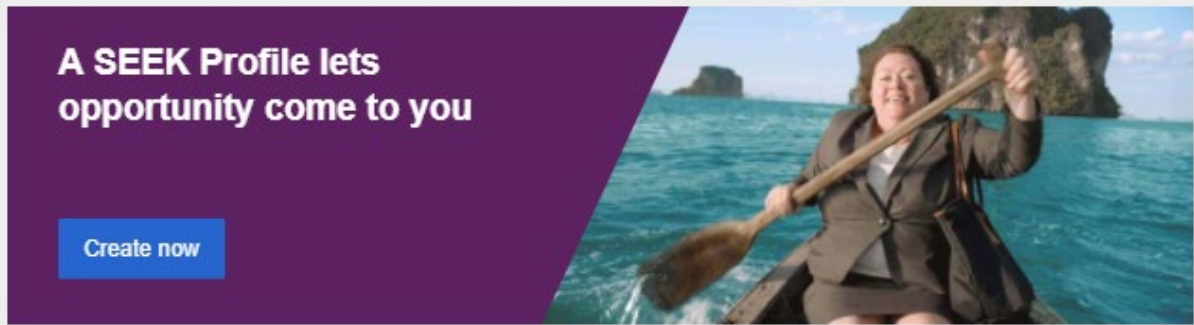
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**Visual stimulus text**

Examine the following visual text and answer questions 3 and 4.



Source: [www.seek.com.au](http://www.seek.com.au)

**Question 3**

Evaluate two key ideas being portrayed in this advertisement. Use information from the text to support your answer.

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**Question 4**

Evaluate the effectiveness of this advertisement in attracting young people to use the site. Use information from the text to support your answer.

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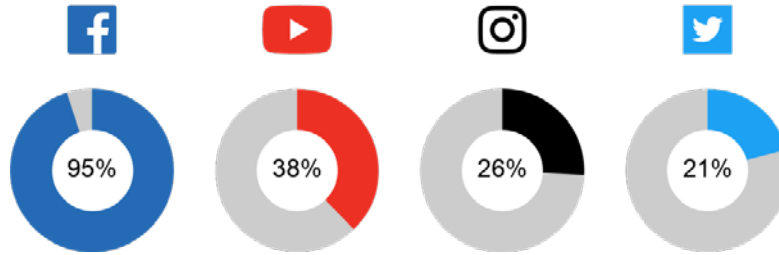
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**Visual stimulus text**

Examine the following visual text and answer questions 5 and 6.

**Preferred social media advertising platforms**



**Question 5**

Interpret the information in the above visual text and evaluate its usefulness for a new clothing store that has just opened for business.

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**Question 6**

Evaluate how effectively the information in the above visual text has been presented and explain two ways that it could be used by one or more of the social media organisations mentioned. Use information from the text to justify your answer.

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**Audiovisual stimulus text**

Watch three minutes of the video *Pathways to Resolution* and respond to questions 7–10.



To access the video, click [here](#).

Source: Australian Human Rights Commission, [www.youtube.com/watch?v=9BfFB2mOg2o](http://www.youtube.com/watch?v=9BfFB2mOg2o)

**Question 7**

Identify and evaluate the merit of one pathway the Australian Human Rights Commission uses to resolve disputes.

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**Session 1: Write 50 word responses to each question**

**Question 8**

Identify one positive aspect of the conciliation process and evaluate how it could benefit people involved in a dispute.

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**Question 9**

Identify the complaints David put before the Australian Human Rights Commission and make a judgment about the way his work colleagues treated him.

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**Question 10**

Evaluate David's complaints and whether his decision to take them to the Australian Human Rights Commission was valid.

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## Session 2: Spoken responses

### Conditions

**Response type**

Student-centred conversation — teacher interview

**Time**

10–15 minutes

**Perusal**

Three minutes for each stimulus text and its related questions (writing notes is permitted)

**Other**

Session 2 requires spoken responses about reading strategies.  
Dictionaries are permitted.

### Task

- Apply the reading strategies you have selected to each stimulus text, explain how the reading strategies aid understanding and respond to your teacher's questions.
- Stimulus texts include:
  - written (routine familiar)
  - written (unfamiliar).

**Criterion****Grade****Reading**

Assessment objectives 1, 2

## Session 2: Respond to questions in teacher interview

### Stimulus text 1

**Being a bystander to bullying**

Many students who are bystanders to bullying feel distress and anxiety about seeing something they consider to be wrong.

Students can also feel distress about not knowing what to do.

Schools need to respect students' assessment of whether or not it is safe to intervene. Students may be concerned about their own safety or potential loss of social status. They may be afraid of being bullied themselves if they say something.

Students who see bullying happening to others may also doubt whether they are generally safe at school. Research shows that frequent bullying and reports by students of feeling unsafe at school are closely linked ...

Students weigh up a number of factors to decide if they should intervene, including their relationship with those involved, the apparent seriousness and impact, whether they think someone else should intervene, and their opinion of the person being bullied.

Source: <https://bullyingnoway.gov.au/UnderstandingBullying/Pages/Impact-of-bullying.aspx>

**Question 1**

Which reading strategies are you going to use to make sense of this stimulus text as you read it? Select 3–5 strategies to explain and apply to the text.

**Question 2**

Why did you choose those particular reading strategies to help you work out the meaning of the text?

**Question 3**

What is one of the main ideas in the text? Where is the evidence for this?



## Session 2: Respond to questions in teacher interview

### Question 4

What is the tone of the stimulus text? Why has this tone been used?

#### Stimulus text 2

##### What is underperformance?

Underperformance or poor performance can be exhibited in the following ways:

- unsatisfactory work performance, that is, a failure to perform the duties of the position or to perform them to the standard required
- non-compliance with workplace policies, rules or procedures
- unacceptable behaviour in the workplace
- disruptive or negative behaviour that impacts on co-workers.

Underperformance is not the same as misconduct. Misconduct is very serious behaviour such as theft or assault which may warrant instant dismissal. In cases of misconduct employers should seek specific advice about how to proceed before taking any action.

##### What are the reasons for underperformance?

There are many reasons why an employee may perform poorly. Some of the common reasons include:

- an employee doesn't know what is expected because goals and/or standards or workplace policies and consequences are not clear (or have not been set)
- interpersonal differences

- there is a mismatch between an employee's capabilities and the job they are required to undertake, or the employee does not have the knowledge or skills to do the job expected of them
- an employee does not know whether they are doing a good job because there is no counselling or feedback on their performance
- lack of personal motivation, low morale in the workplace and/or poor work environment
- personal issues such as family stress, physical and/or mental health problems or problems with drugs or alcohol
- cultural misunderstandings
- workplace bullying.

Underperformance should be dealt with promptly and appropriately by an employer, as employees are often unaware they are not performing well and so are unlikely to change their performance. Best practice employers understand that issues that are not addressed promptly also have the potential to become more serious over time. This can have a negative effect on the business as a whole as it can affect the productivity and performance of the entire workplace.

Source: [www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/managing-underperformance](http://www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/managing-underperformance)

### Question 1

Which reading strategies are you going to use to make sense of this stimulus text as you read it? Select 3–5 strategies to explain and apply to the text.

### Question 2

Which reading strategies were particularly helpful for you in working out the meaning of the text? Why?

### Question 3

What is the difference between underperformance and misconduct? Where is the evidence for this?

### Question 4

How does the layout of the information in this stimulus text allow readers to comprehend its key ideas?

# Transcript of video (0:00–3:00)

**Note:** This transcript is not for students.

This video is available at [www.youtube.com/watch?v=9BfFB2mOg2o](http://www.youtube.com/watch?v=9BfFB2mOg2o).

Belinda Complainant/Employee	As you know, I really liked my job with the company and I feel that I did a good job. John, when I told you that I was pregnant I felt that you weren't very happy about it and I couldn't believe that just a few weeks later, I was sacked.
John Employer	Now while we agree you were dismissed, this was not because you were pregnant but because of a downturn in business. It was just coincidence that you were also pregnant.
Voiceover	These people are involved in a dispute which they want to resolve, so they are here in a conciliation conference.
Paula Gonzalez Conciliation officer	My role here today is not to take sides or to try and determine the facts in Belinda's complaint.
Voiceover	Conciliation is a process that allows people to try and resolve a dispute in a way that is acceptable to both of them.
Zana Bytheway Employee advocate	The conciliation process is a very important process in terms of giving the parties an opportunity for the first time after a complaint to meet and to discuss the complaint and any issues they may have. In that sense, it works extremely well.
Kim Heath Employee advocate	Conciliations are generally fairly quick; they usually only go for a few hours. This is different to a court case, which can be long and drawn out. They're also informal, so legal jargon is kept to a minimum and the conciliator can make suggestions for the parties to consider.
Paula Gonzalez Conciliation officer	There's no cost. They don't need to be legally represented. It's not a legal process — it's not like going to court — it's fairly informal. We don't make any determinations as to whether or not discrimination has occurred, so it's really a process that encourages the parties to come together to talk about the complaint and the issues around the complaint.
Voiceover	The Australian Human Rights Commission exercises functions under federal human rights and discrimination law. These laws allow people from all over Australia to make complaints to the commission. The commissioner assists the person who makes a complaint and the person or organisation being complained about to resolve the matter through a process called conciliation. The purpose of this program is to help those involved in a complaint to understand and prepare for conciliation. Let's start at the beginning. What types of complaints are made to the commission?

Voiceover

David, who works as a storeman, complained that his co-workers treated him unfairly because of his racial background. David said that they called him racist names, made fun of him in front of customers and told jokes that he thought were racist and offensive. David said that when he complained to the manager he was not given any overtime and was eventually fired.

Jane is seventeen and works at a local bakery on the weekends and school holidays. She said that her male supervisor continually asked her out on dates, made sexual comments to her and tried to kiss her. Jane said that she quit her job because of the way her supervisor treated her.

Peter, who has a disability and uses a wheelchair, complained that he was being treated unfairly as he was not able to go to see movies at his local cinema because the only way to enter the cinema was by going up a set of stairs.

When a complaint is made to the commission and it is about something that the commission can deal with, the commission will contact the person making the complaint (the complainant) to discuss the matter and may ask them to provide further information in relation to the complaint. Generally, the commission will also contact the person or organisation the complaint is about (the respondent) to get their side of the story. In many cases the commission will ask the people involved in the complaint to participate in conciliation.

Conciliation is a process in which an officer from the commission (the conciliator) helps the complainant and the respondent, the parties, to share their views about the complaint, and to try and resolve the complaint in a way that is acceptable to both of them. Conciliation is conducted in private and what is discussed and negotiated in conciliation cannot be used in any later court action regarding the complaint. The conciliation process can be conducted in different ways.

# Instrument-specific standards

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