



Australian Government

FSKRDG08 Read and respond to routine visual and graphic texts

Release: 1

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Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to interpret and respond to routine visual and graphic texts in printed or digital format, such as tables, charts, diagrams, maps and plans.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to read routine visual and graphic texts	1.1 Identify purpose of visual and graphic text 1.2 Identify text features
2. Interpret routine visual and graphic texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to interpret relevant information
3. Confirm understanding and respond to routine visual and graphic texts	3.1 Check that information is correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		<ul style="list-style-type: none"> Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>