



Australian Government

FSKRDG008 Read and respond to information in routine visual and graphic texts

Release: 1

FSKRDG008 Read and respond to information in routine visual and graphic texts

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

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

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 3 in the workplace and employment domain of communication.

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 text	1.1 Identify reason for reading text and explicit questions to be answered 1.2 Identify type of visual or graphic text

Element	Performance Criteria
	1.3 Identify purpose of text 1.4 Identify key text features
2. Interpret text	2.1 Use structure and features of text to navigate text and locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to interpret relevant information and construct meaning
3. Check understanding and identify response to text	3.1 Check that information in text is correctly understood 3.2 Use information to identify appropriate response

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Numeracy	Understands layout of tables, graphs, spreadsheets, diagrams, and maps

Unit Mapping Information

Supersedes and is equivalent to FSKRDG08 Read and respond to routine visual and graphic texts.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKRDG008 Read and respond to information in routine visual and graphic texts

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Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- identify, interpret and respond to information in at least two different routine visual and graphic texts.
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Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for reading routine workplace texts and explicit questions to be answered through reading
- purpose and uses of routine visual and graphic texts
- distinguishing features of routine workplace texts and how to use these features to identify the visual or graphic text type
- techniques to navigate routine texts to locate information, using text structure and features
- techniques to self-monitor reading for sense and accuracy
- some specialised workplace terminology
- reading strategies that support the interpretation of routine visual and graphic texts
- suitable responses to information in routine visual and graphic texts.
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Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine visual and graphic texts that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources
- dictionary or other references to determine the meaning of unknown words
- routine visual and graphic texts.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.
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