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Write complex documents

Assessment 1 of 3

Short Answer Questions

Assessment Instructions

Version 1.0

Task overview

This assessment task is divided into 13 short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Bounce Fitness Style Guide

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Use the *Bounce Fitness Style Guide* to answer the following questions (maximum 100 words for total response to Question 1).

- Identify the font style used for all documents produced
- Identify one (1) type of document discussed in the style guide
- In your own words, outline the content that must be present for a business letter
- Identify the citation style used for all references.

Assessor Instructions

For a satisfactory response, the student must:

- Identify the font style used for all documents produced
- Identify one (1) type of document discussed in the style guide
- In your own words, outline the content that must be present for a business letter
- Identify the citation style used for all references.

(Maximum 100 words for total response to Question 1). Benchmark standards of student responses are provided below.

(a) Identify the font style that must be used for all documents produced
Calibri

(b) Identify one (1) type of document that is discussed in the style guide
Benchmark answers, students must provide one (1) of the following: • business letters • emails • reports • procedures • policies.

(c) Identify the content that must be present for a business letter
In their own words, students must outline the content that needs to be present in a business letter according to the Bounce Fitness Style Guide. **Business letter** Employees can use the business letter template to correspond with partners and clients for various purposes, such as introducing Bounce Fitness's products and services, building relationships with their customers and business associates (e.g., expressing gratitude for continued patronage), or offering sales incentives. All Bounce Fitness business letters should explain the purpose of the business letter and contain all information needed by the recipient. Letters must be formally written to the recipient, regardless of who the intended recipient is.

(d) Identify the citation style used for all references
Harvard Style

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Question 2

In your own words, answer the following questions about document formatting (maximum 250 words).

- Define formatting as it applies to documents
- Briefly explain how a well-formatted document and a poorly formatted document can impact the following aspects of a document: readability, cohesion, and appearance.

Assessor Instructions

Students must demonstrate that they can explain how a well-formatted document and a poorly formatted can affect readability, cohesion, and appearance (maximum 250 words). Benchmark standards of student responses are provided below.

Definition of formatting		
Formatting in documents refers to how the contents of a document are arranged and laid out on the page. This concerns whether the contents are visually appealing based on their arrangements and layout and the styles used to present the information (i.e., font style, use of lists and columns, spacing, etc.)		
Description: well-formatted vs poorly formatted documents - readability, cohesion, appearance		
Point of comparison	Well formatted document Student explanations for each aspect in this column should demonstrate how a well-formatted document supports the readers for each aspect listed.	Poorly formatted document Student explanations for each aspect in this column should demonstrate how a poorly formatted document hinders the readers.
Readability	A well-formatted document directs the readers' eyes to the information that follows a previously read passage. This makes it easier for readers to understand the complete thought of the text.	A poorly formatted document makes it difficult for readers to identify which information or text follows the previously read one. This makes it difficult for readers to understand what the writer intended to say with the document.
Cohesion	A well-formatted document uses uniform standards for formatting (e.g., font size, font), which allows readers to know that the contents of a document are related to each other and aim to discuss the same things.	A poorly formatted document would use different standards for different parts of the text. If the formatting becomes too different, readers will have trouble understanding if individual sections are still connected or reading something completely different already.
Appearance	A well-formatted document visually appeals to and directs a reader's eye efficiently from one section of the document to the next. The chances of readers reading the content of the document also increase.	A poorly formatted document may look disorganised and unprofessional. This could cause readers to dismiss the document without reading the content.

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Question 3

Data sequence refers to the data's order of appearance when presented in a document, a presentation, or some other form of communication. In your own words, complete the following table below to:

- Identify the two (2) types of data categories and describe the data that belongs to each category
- Identify the three (3) methods commonly used to sequence data and briefly describe how the data is sequenced for each identified method.

(Maximum 250 words)

Assessor Instructions

Students must demonstrate that they can:

- Identify the two (2) types of data categories as qualitative and quantitative and describe the data that belongs to each category.
- Identify the three (3) methods commonly used to sequence data as chronological, order of importance, cause and effect, and describe how the data is sequenced. Responses in this column must correspond to the student's identified methods.

(Maximum 250 words). Benchmark standards of student responses are provided below.

Data category	Description of data in each category
1. Qualitative	• Data under this category would describe the qualities or characteristics of something that is being discussed or observed. • This kind of data is observable and difficult to count or measure accurately. Examples of this can include colour, quality, names, or sex.
2. Quantitative	• Data under this category would answer questions that relate to exact measurements or quantities. • This data is often collected and even presented using instruments that show exact measurements, like rulers, thermometers, or questionnaires with rating scales.
Data sequence method	**Description of how the data is sequenced**
1. Chronological Order	• Under this method, one must first identify how they want to present data according to the time it occurred – from present to the oldest data or from the oldest up to the present. • After deciding on that, data can then be ordered based on when they occurred.
2. Order of importance	• Data ordered using this method is based on how important they are to the reason for their presentation. • Data can be ordered from most to least important or from least important to most important.

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3.	Cause and effect	• Data ordered using this method is first categorised into two: data that occurred first and thus caused a change and data that occurred because of the change, in other words, the effect. • Data that caused change are then often presented first to build up to present the data that occurred afterwards.

Question 4

Language rules are the non-negotiable principles that must always be used when using the language. They govern grammar, word use, sentence structure, and other aspects of written English.

Complete the following table regarding rules of written English (maximum 100 words).

- Identify two (2) uses of a full stop
- Identify two (2) uses of an apostrophe mark
- Identify two (2) occasions when words must be capitalised in a sentence
- Identify three (3) uses of a comma in a sentence.

Assessor Instructions

Students must correctly identify:

- Two (2) uses of a full stop
- Two (2) uses of an apostrophe mark
- Two (2) occasions when words must be capitalised in a sentence
- Three (3) uses of a comma in a sentence.

(Maximum 100 words). Benchmark standards of student responses are provided below.

Full stop	Apostrophe mark	Capitalised words	Comma
• In abbreviations • When ending a declarative sentence or a statement.	• To show that a person/thing owns or belongs to something. • For contractions (e.g., it's, we've) • To indicate a missing letter (e.g., ol')	• The first word of a sentence must be capitalised • For proper nouns	• When separating a list in a sentence • Between adjectives if a sentence contains more than one in a row • For separation between dependent and independent clauses • For separating introductory words or short phrases (e.g., however, it was disappointing) • For separating quoted speech or other elements from the rest of the sentence (e.g., "It was a dog", he said.)

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			• Between coordinating conjunctions.

Question 5

Language convention refers to the practices that a writer would use in creating their text. Conventions are flexible in that they are generally followed but can also be broken to suit the writer's needs.

In your own words, complete the following table explaining why each of the next two (2) conventions listed is applied in written documents (maximum 100 words).

- Using correct end-of-sentence punctuation
- Using words correctly.

Conventions	Why each convention is applied
Using correct end-of-sentence punctuation	• Using the wrong end-of-sentence punctuation can risk giving the wrong message to the readers. • Depending on the punctuation used, sentences could become run-on sentences or lack the writer's conviction for their text. • Observing the appropriate punctuation to use at the end of sentences based on the context of the sentence clarifies what the writer intended to convey with the sentence (e.g., is the writer asking, stating, etc.)

Using words correctly	• How you use words can significantly affect a document. This can cause readers confusion and change your document's direction.
	• Avoid confusing and misused words in your writing. Ensure the spelling and definition of a word if you are unsure of its meaning and spelling.
	For example:
	  • Incorrect: I appreciate your advise.
	  • Correct: I appreciate your advice.

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Question 6

Complete the following table to describe four (4) features of Microsoft Word (maximum 200 words).

Question 7

In your own words, complete the following table to identify three (3) sections specific only to an email and the type of information found in each section (maximum 150 words).

type of information commonly placed in those sections when one sends a business email. Responses must correspond to each section the learner identifies.

(Maximum 150 words). Benchmark standards of student responses are provided below.

Three (3) sections specific to an email	Information present in each section
Cc (Carbon Copy) Field	• This section contains the email addresses of other people to receive the same Email. • Persons placed here are often not the primary recipient of the Email. • Depending on the Email content, these individuals can be teammates, the sender's supervisor, or even all email addresses within a particular group or department.
Subject Line	• This section contains a concise, straightforward summary of what the Email is about and what the recipient can expect to learn when they open the Email. • Subject titles often explain only the most critical information in the Email, such as a business proposal for a particular project or news about specific organisational changes.
File attachments	• This section only appears in emails when the sender has included a file for the recipient. • Files range from PDFs, Word documents, images, and even another email. • Files are attached when the sender is sending resources to provide the recipient with more information.

Question 8

In your own words, complete the table below by briefly explaining the information you would find in each section of a business letter. The sections of the letter have been provided for you (maximum 150 words).

Section of a business letter	Information found in each section

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Letterhead	• Letterheads are commonly found at the very top of business letters. • They contain the business logo of the sender company, the company name, and where the company is located. • This can be a full or shortened address (containing only the state/territory).
Salutation/Greeting	• Salutations are found right before the message body. • This section identifies the recipient of the letter. Recipients listed can be particular, such as a single person and their position in their company, a team or department, or it can be left vague if the sender is unsure of whom to address the letter.
Signature	• Signatures are placed at the very end and indicate the end of the letter. • This contains information about the sender, such as their name, position, and often also includes the sender's contact details for the recipient's response.

Question 9

Access and view the *Bounce Fitness Style Guide.* In your own words, identify the specifications for recording the following sections of the Meeting Agenda according to the *Bounce Fitness Style Guide*:

- Meeting title
- Agenda items
- Presenter.

(maximum 150 words)

Assessor Instructions

Students must demonstrate that they can use the Bounce Fitness Style Guide to identify the specifications for recording each section:

- Meeting title
- Agenda items
- Presenter

(Maximum 150 words). Benchmark standards of student responses are provided below.

Section	Specifications
Meeting title	• The meeting title should be short and precise. This must briefly describe what will be discussed during the whole meeting.
Agenda items	• Each agenda item to be discussed must be listed in the 'Agenda Item' column of the template. The list must reflect the flow of the meeting.

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Presenter	

Question 10

In your own words, complete the following table to describe the purpose of a procedure and the following three (3) points of comparison between a policy and a procedure:

- Frequency of change
- Conditions needed for the most effective implementation
- What it reflects.

(Maximum 50 words).

Assessor Instructions

Students must demonstrate that they can describe the purpose of a procedure and identify the following three (3) points of comparison between a policy and a procedure:

- Frequency of change
- Conditions needed for the most effective implementation
- What it reflects.

(Maximum 50 words). Benchmark standards of student responses are provided below.

Definition of a procedure		
Procedures are the steps an employee must follow when completing a task or activity. They are detailed actions that have to be executed in the same manner to obtain the same results described in the policy. They make the policy workable and achieve the intention of the policy.		
Point of comparison	Policies	Procedures
Frequency of change	Rarely changes once finalised and implemented.	Procedures are frequently changed and updated for continuous improvement.
Condition needed for best implementation	Best implemented when all employees fully accept the requirements written within it.	Procedures are best implemented when created and listed in a logical process that can be quickly followed.
What it reflects	Reflects and supports the fulfilment of an organisation's mission statement.	Procedures represent a policy statement's practical application.

Question 11

In your own words, complete the table below by briefly explaining the review process to determine if your draft content is suitable against the following four (4) criteria:

- Audience
- Purpose
- Format
- Structure.

(Maximum 250 words)

Criteria	Process
Audience	1. If possible, the process can begin with consulting the author on who the intended target audience is. 2. This is followed by reading through the whole document to identify if the tone, word choice, sentence structure, and other factors used in the document are appropriate for the target audience. 3. After reading the document, you can then identify if the whole document is suitable for its audience or not based on your findings.
Purpose	1. First, ask what the document is for if this is not already known. 2. Then, identify the document type and evaluate if this is appropriate based on what the document aims to accomplish. 3. This is then followed by reading through the document to identify the information provided in the document. 4. Once the information is identified, it can then be evaluated if sufficient information was provided for the document to achieve its purpose.
Format	1. First, identify the document's purpose since the formatting used would change depending on what the document aims to accomplish. 2. With the purpose of the document identified, scan the document's contents and pay attention to font style consistency, font size (where applicable, e.g. body text), spacing, and other formatting aspects. 3. After scanning the document and identifying the format used, you can then determine if the current format is suitable based on the document's purpose.
Structure	1. When reviewing your draft, ensure that it has a predictable and logical structure. This allows your audience to read the document efficiently and to use its information effectively. Consequently, the first review of

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	any technical document should focus on ensuring a logical and accessible structure.
	2. Identify the document type used.
	3. Once this is identified, read through the content of the document. While reading, pay attention to how the content is laid out on the page and the sequence used to present information.
	4. Based on the information gathered, you can then identify if the document type and how the content is laid out on the page is the most suitable to relay the document's content.
	5. Lastly, determine if the sequence and presentation of information are precise or if changes need to be made to the document.

Question 12

In your own words, complete the following table to describe three (3) processes you can use to review a document. You must describe the:

- The process of reviewing grammar to ensure that it is correct
- The process to check that all words are spelled accurately
- The process to ensure that the writing style is appropriate for its purpose.

(Maximum 300 words).

Assessor Instructions

Students must demonstrate that they can:

- **Outline the process to review the grammar in a document to ensure that it is correct.** Learners must show how they can ensure that correct grammar is used throughout the content of a document. Correct grammar includes proper sentence structure, subject-verb agreement, punctuation, and proper use of the essential parts of speech (i.e., nouns, adjectives, adverbs, etc.).
- **Outline the process to ensure that all words are spelled accurately.** The learner must outline the process that they can use to ensure that all words are spelled accurately. The process identified must demonstrate how the learner can check each word in a document to ensure that they are all spelled correctly.
- **Outline the process to ensure that the writing style used in a document is appropriate for its purposes.** The learner must outline the process they can use to ensure that the writing style used in a document is appropriate for its purposes. Writing style refers to the impression a document gives its readers, depending on the sentence structure, syntax, and tone (i.e., expository, descriptive, narrative, and persuasive). This is dependent on why a document was written in the first place. Learner's process must demonstrate how they can determine if the writing style used in a document is appropriate for its intended purpose or not.

(Maximum 300 words). Benchmark standards of student responses are provided below.

Reviewing grammar

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•	Manually proofread the whole document. This ensures that you can also identify the context of the sentences that could explain the use of certain punctuations or sentence structures, something that might be lost when using a computer or application to check.
•	As the review progresses, the document can be manually marked (e.g., pencil marks, highlights, etc.) to note areas where incorrect punctuation was used.

Reviewing spelling
• Run the document through a spell-checking application (e.g., Microsoft Word Spellchecker or Grammarly) to automatically identify all the misspelled words in a document.
• You can then skip to all the misspelled words and correct their spelling without reading the whole document.

Reviewing writing style
• Enlist the assistance of someone (e.g., a friend, colleague, etc.) who is willing to read through the document for you. After they read the document, you can then ask them what writing style they found in the document.
• Based on their feedback, you can then adjust certain parts of the document to improve the writing style for the document's intended purpose.

Question 13

In your own words, complete the table to identify why the following four (4) text elements are used in a document:

- Font style
- Tables
- Pictures
- Headings.

(Maximum 200 words).

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	• Sans serif fonts are often chosen for web pages as they are believed to be better for documents that are viewed through small screens (e.g., smartphones). Other common uses for Sans Serif fonts are for headlines, titles or any text meant to stand out from the rest of the document.
Table	• Tables are added to a document to present numerical data. This allows the writer to present large amounts of numerical data to their readers in a concise and orderly manner without describing them one by one with words.
Pictures	• Pictures can be included in the document to chunk long blocks of text. Readers are given something else to look at, either to amuse them or to maintain their interest by providing the information needed in a different format.
Headings	• Headings can be added to separate sections in a document based on specific groupings, such as categories or discussion points. Readers are then guided on the context of what they are reading, and it helps refer them to specific sections they might be searching for within the document.

Assessment Checklist

Students must have completed all questions within this assessment before submitting. This includes:

1	Thirteen (13) short answer questions to be completed in the spaces provided.	☐

Congratulations! You have reached the end of Assessment 1.

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