









TAFEWA Entry Requirements Benchmarks

READING

Benchmark	Descriptor of Level	At this level, a person can read and / or use...
	<p>At this level, people can read and understand words and short, simple sentences about familiar subjects, and understand short simple written instructions.</p> <p>They can find specific pieces of information in a piece of writing about a familiar subject which may contain visual features such as diagrams, simple graphs and tables, pictures or symbols.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ short factual or fictional pieces of writing for own enjoyment ▪ instructions on product labels ▪ menus and recipes ▪ class timetables ▪ simple meeting agendas and minutes
	<p>At this level, people can read and understand the purpose and content of some complex and compound sentences (involving linking words such as <i>although, when, if</i> and <i>while</i>).</p> <p>They can read writing that contains more than one piece of information and are aware of the purpose of such writing, including unstated meanings.</p> <p>They can locate relevant information in such documents as procedures and induction manuals, and interpret pieces of writing containing data that is clearly presented in graphic, diagrammatic or visual forms.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ repair manuals supported by diagrams ▪ “What’s On” section in a newspaper ▪ short novels or non-fiction books ▪ personal induction manuals ▪ short newspaper reports ▪ bar charts and graphs
	<p>At this level, people can read complex sentences and understand the finer detail in pieces of writing such as lengthy memos, manuals, procedures and reports.</p> <p>They can interpret writing which may include some ambiguous elements where there is a need to distinguish fact from the writer’s opinion.</p> <p>They can also interpret pieces of writing containing data presented in an abstract or symbolic way in graphic, diagrammatic or visual forms.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ articles written from different points of view on the same subject, and can compare and contrast them ▪ unfamiliar texts, giving a personal response to each ▪ a TAFE entry requirements brochure ▪ charts depicting rise in cost of living and analyse them ▪ effective research skills
	<p>At this level, people can read and interpret structurally intricate pieces of writing across a broad range of contexts and which involve complex relationships between pieces of information.</p> <p>They can interpret subtle nuances, inferring the purpose of the author and they can make judgements about the quality of a written argument.</p> <p>They can also read and critically evaluate pieces of writing containing data which include abstraction, symbolism and technicality, presented in graphic, diagrammatic or visual forms.</p>	<ul style="list-style-type: none"> ▪ complex, lengthy articles, successfully identifying misleading information and underlying value systems ▪ a complete novel or non-fiction work and review it for a particular audience ▪ effective analysis skills on graphic / tabulated data ▪ a procedure for operating a complex piece of machinery ▪ complex flow-charts to identify and distil relevant information





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WRITING

Benchmark	Descriptor of Level	At this level, a person can write / fill in...
	<p>At this level, people can write short, simple sentences about familiar subjects. They are able to write sentences linking ideas with simple words such as <i>and, but</i> and <i>then</i>.</p> <p>They can complete forms requiring personal information or other factual information relating to familiar subjects.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ a brief entry in a diary ▪ a postcard or letter to a friend ▪ short messages to fellow students ▪ completes a simple order form using information from a pricelist ▪ a short description of an item in a "For Sale" notice to go on a college notice board
	<p>At this level, people can write some complex and compound sentences (involving linking words such as <i>although, when, if</i> and <i>while</i>).</p> <p>They can produce and sequence paragraphs.</p> <p>They can write a brief accident / incident report or a set of short simple instructions for a routine task.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ brief letters of opinion ▪ brief job applications ▪ a survey form about quality of service ▪ simple instructions for operating a machine ▪ notes based on a brief conversation
	<p>At this level, people can write complex sentences and produce longer, more complex pieces of writing such as lengthy procedures and reports, indicating relationships between ideas.</p> <p>They can also produce such documents as comprehensive job applications which appropriately address the selection criteria.</p> <p>They can produce different types of writing (e.g. essay, report, letter) to suit the context and audience.</p> <p>They can also use punctuation with few errors.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ formal letters, comparing and contrasting two viewpoints and making a recommendation ▪ a report on the impact of a particular technology for a specific audience ▪ an essay comparing and contrasting and supporting with evidence differing points of view
	<p>At this level, people can produce complex pieces of writing across a broad range of contexts.</p> <p>They demonstrate solid control over the structure of different types of writing, such as lengthy essays, articles, reports, procedural manuals.</p> <p>They can use stylistic devices to express complex relationships between ideas and purposes, such as nominalisation (e.g. "Consideration will be given...." rather than "We will consider...")</p>	<ul style="list-style-type: none"> ▪ an organisational plan based on task analysis, survey of employees, and financial information ▪ a briefing document, recommending purchase or use of a particular system ▪ persuasive essays using reference procedures ▪ Plain English instructions for the operation of a new machine based on the manufacturer's instructions ▪ a narrative (e.g. about an accident or robbery) with the main purpose being to entertain rather than alarm




TAFEWA Entry Requirements Benchmarks

SPEAKING AND LISTENING

Benchmark	Descriptor of Level	At this level, a person can...
	<p>At this level, people can use and understand vocabulary related to familiar subjects. They can ask and answer questions about familiar topics and give simple instructions.</p> <p>They can listen to and appropriately follow a sequence of instructions for routine tasks and can take and relay simple messages about familiar subjects to another person.</p> <p>They can get the gist of (or extract specific pieces of information from) verbal reports, meetings or conversations which have some unfamiliar elements.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ leave a short phone message explaining absence ▪ talk about his / her own interests ▪ hold a short conversation with a friend ▪ give an opinion about a new lesson timetable ▪ reply to an enquiry by giving simple directions to a destination ▪ listen to radio news and comment on an item of interest
	<p>At this level, people understand the purpose of and can use some complex and compound sentences (involving linking words such as <i>although, when, if</i> and <i>while</i>).</p> <p>They can interact with others about routine matters and express opinions in a casual conversation.</p> <p>They may get the gist of longer spoken texts, such as TV programs, radio news, lectures etc., but may grasp only some of the main ideas.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ express an opinion about their learning or a familiar topic ▪ speak clearly enough to be understood first time, even if they have an accent ▪ discuss problems or opinions in a group ▪ develop a brief oral presentation with a partner ▪ listen to and note specific information from a short announcement
	<p>At this level, people can participate in sustained conversations of some complexity, and demonstrate the ability to change the register of language (slang, informal, formal etc.) to suit the purpose and audience.</p> <p>They can listen to and understand the main ideas and most details from a variety of lengthy pieces of spoken language (such as lectures, plays or speeches) and give a personal, reflective response.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> ▪ discuss the motives of characters in a play ▪ give an opinion on information gathered from different sources ▪ actively participate in a group problem-solving activity ▪ make a brief presentation at a formal public meeting
	<p>At this level, people can participate fully in lengthy and complex conversations / discussions / negotiations across a broad range of contexts.</p> <p>They demonstrate flexible use of register (slang, informal, formal etc.)</p> <p>They use a range of strategies to maintain a positive, supportive atmosphere (such as flexible use of language styles appropriate to others involved; coping with unfamiliar accents; accepting and displaying understanding of other points of view being expressed; recognising and understanding unstated meanings).</p>	<ul style="list-style-type: none"> ▪ negotiate different ways of performing tasks at work or home ▪ explain technology successfully to an audience unfamiliar with the concepts involved ▪ successfully participate in a formal job interview, relating past experience to selection criteria ▪ present detailed research arguments orally to a group / team ▪ take lecture notes, capturing the key points and supporting information


TAFEWA Entry Requirements Benchmarks

NUMERACY

Benchmark	Descriptor of Level	At this level, a person can...
	<p>At this level, people can find mathematical information (such as numbers, money, simple fractions, decimals and percentages) in familiar real-life activities / pieces of writing.</p> <p>They can use straightforward mathematical actions (such as simple measuring, calculating with whole numbers and telling the time) in familiar and predictable contexts.</p> <p>They can use estimation and personal experience to check the reasonableness of their mathematical answers.</p> <p>They can use basic mathematical terminology and use simple mathematical symbols and diagrams to communicate mathematical ideas.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> use a street directory to find a route to a familiar place estimate and measure the dimensions of a room calculate change due after making a payment construct a basic bar graph calculate time left until a deadline
	<p>At this level, people can interpret easily accessible mathematical information in a range of familiar contexts, such as plans, maps, graphs, information flyers, and newspaper articles.</p> <p>They can use a range of mathematical strategies to solve problems, such as calculating with fractions, decimals and percentages.</p> <p>They can use common measuring instruments to measure length, mass, capacity, time and temperature. They understand the interrelationship between the units in the metric system.</p> <p>They have developed knowledge about the properties of two-dimensional shapes (e.g. angles and sides) and can construct simple 3D shapes from 2D nets.</p> <p>They can reflect on the appropriateness of the mathematical process they have selected to solve a problem and on the reasonableness of their mathematical answers.</p> <p>They can also use the language and symbolism relevant to the skills and knowledge listed above, including ratios such as <i>1:100; km/hr; \$/m</i>.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> collect information by survey and represent the results in a tabular or graphic form measure the dimensions of a room and then draw a scale diagram of it adjust the quantities in a recipe by halving or doubling to obtain the required amount use a distance scale to find the shortest route between two points on a map, and consider road and terrain conditions in deciding the preferred route. compare casual and permanent rates of pay over a given time span for work of the same nature
	<p>At this level, people can flexibly apply a growing range of mathematical strategies to interpret and extract mathematical information from a piece of writing and solve problems in a variety of contexts.</p> <p>They can use fractions, decimals and percentages interchangeably. They can calculate area, perimeter and volume, and understand angles, symmetry and ratio.</p> <p>They can consider the appropriateness of the mathematical process they have used to solve a problem, as well as the possible interpretations and implications of the process.</p> <p>They can also use the language and symbolism relevant to the skills listed above, including ratios such as <i>square root, pi, units squared, and ratio</i>.</p> <p>It is unlikely they could adequately demonstrate any of the skills listed below ↓.</p>	<ul style="list-style-type: none"> use scale and ratio to interpret dimensions on a plan use a calculator to calculate with fractions, decimals and percentages, square roots and other key functions extract information from a text or activity that may not contain all the required information and may require conversion of information (e.g. metric units; words into a diagram) given a fixed length of fencing, use area and perimeter to calculate a range of options for a paddock

TAFEWA Entry Requirements Benchmarks

NUMERACY (continued)

Benchmark	Descriptor of Level	At this level, a person can...
	<p>At this level, people can flexibly apply an extensive range of mathematical strategies to interpret, extract and investigate mathematical information from a piece of writing and solve problems across a broad range of contexts.</p> <p>They can use the basic concepts and techniques of specialist maths areas, such as trigonometry, geometry, algebraic manipulation,</p> <p>They identify and understand the connections between formulae and their graphical representations.</p> <p>They can collect, organise and graphically represent statistical data.</p> <p>They can analyse the appropriateness, possible interpretations and wider implications of all aspects of the selected mathematical process.</p> <p>They can also use a wide range of language and symbolism relevant to the skills listed above, including: <i>positive and negative numbers; indices; sin / cos / tan; units cubed; // lines; $d \propto t$; $v \propto r^3$</i></p>	<ul style="list-style-type: none"> ▪ Undertake a detailed analysis of the financial options in for buying an item (e.g. hire purchase, personal loan, term lay-by etc) ▪ Use dimensions of a diagram of a roof to calculate the pitch of the roof and the quantity of materials required to tile the roof, allowing for 4% wastage. ▪ Select appropriate graph types to best represent a wide variety of information ▪ Calculate the amount of oil in litres spilled from a tanker covering a surface area of 1200 hectares to a thickness of 6×10^{-3} mm.