**Sample Assessment Outline**

English

Preliminary Unit 3 and Unit 4

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# Sample assessment outline

# English – Preliminary

## Unit 3 and Unit 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Task** | **Notional  due date** | **Unit outcome:**  using language in a  variety of forms and situations, depending on individual needs and capabilities | **Unit outcome:**  developing receptive  skills which can include  reading, comprehending, listening and/or viewing | **Unit outcome:**  developing expressive  skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts |
| **Task 1: The job and I. Create a Career Portfolio outlining your strengths and your ability to perform various jobs**  Students learn about themselves (their likes, dislikes, things they are good at and jobs they may like). They research skills and personal attributes needed to undertake a range of different jobs to set their goals and plan for skill development. | Semester 1 Week 4 | **✓** | **✓** |  |
| **Task 2: What’s in a job? Create a booklet or an eBook on a chosen career and present it to the class**  Students to identify a suitable job and the research skills, personal attributes, education and training required to do that job. They are to create a brochure or an eBook and to present their findings and personal views in an informal group discussion. | Semester 1Week 8 |  | **✓** |  |
| **Task 3: Role play**  Students participate in a range of role plays based on job readiness scenarios, such as consequences of being late, missing work, or calling in sick as an excuse; avoiding non-work talk or dealing with personal business at work among others. | Semester 1 Week 15 | **✓** |  | **✓** |
| **Task 4: Write a Job application**  Students read a range of job advertisements before writing a cover letter applying for a position, stating their skills, personal attributes and why they would be a good choice for the job. | Semester 2 Week 5 | **✓** | **✓** |  |
| **Task 5: View a variety of formats and designs to write a resume**  Students identify personal preferences based on familiar and routine activities, their likes and dislikes, hobbies and interests, as well as academic achievements, in order to be able to write a resume using a template. | Semester 2 Week 8 | **✓** | **✓** |  |
| **Task 6: Conduct a mock job interview on your chosen career**  Students watch job interview clips to construct a set of open-ended questions to be asked in the course of the interview. | Semester 2 Week 13 |  | **✓** | **✓** |

| **SAMPLE PLANNING CHECKLIST**  **English**  **Preliminary Unit 3 and Unit 4**  (✓ = Unit content covered) | **Task 1**  The job  and I | **Task 2**  What’s  in a job? | **Task 3**  Role play | **Task 4**  Job application | **Task 5**  Write a resume | **Task 6**  Mock job interview |
| --- | --- | --- | --- | --- | --- | --- |
| **Conventions** | | | | | | |
| **Word usage and grammatical conventions** |  |  |  |  |  |  |
| selecting vocabulary appropriate to relevant objects, people, actions, emotions, events, places | **** | **** |  | **** | **** |  |
| vocabulary building relevant to students’ personal and social contexts and interactions |  | **** | **** | **** | **** | **** |
| interpreting and using facial expressions, body language |  |  | **** | **** |  | **** |
| language used in familiar texts, such as stories, labels, greetings, COMPIC, signing, photographs, images, objects, eBooks, magazines, television | **** | **** |  |  | **** |  |
| **Textual conventions** |  |  |  |  |  |  |
| sequencing ideas |  | **** | **** | **** | **** | **** |
| using and interpreting questions | **** |  | **** | **** |  | **** |
| expressing and interpreting feelings |  |  | **** |  | **** | **** |
| learning social interaction conventions associated with greetings, farewells, making choices, requests, protests, continuance, cessation, instructions, directions | **** |  |  | **** | **** | **** |
| attending to others, objects or events |  | **** |  | **** | **** |  |
| **Contextual understanding** | | | | | | |
| **Context** |  |  |  |  |  |  |
| listening and speaking in a variety of relevant contexts, including new/unfamiliar situations | **** |  | **** | **** | **** | **** |
| learning social expectations regarding communication behaviours |  | **** | **** |  | **** | **** |
| engaging with and responding to elements of familiar and unfamiliar text |  | **** |  | **** | **** |  |
| providing information, such as name, address, bus number if required | **** |  |  | **** | **** |  |
| **Purpose** |  |  |  |  |  |  |
| selecting appropriate language to meet the desired purpose | **** |  | **** |  | **** | **** |
| **Audience** |  |  |  |  |  |  |
| identifying intended audience as familiar or unfamiliar |  | **** |  | **** | **** | **** |
| adapting communication to suit audiences such as using COMPIC with teachers, gestures with strangers | **** | **** | **** |  | **** | **** |
| **Processes and strategies** | | | | | | |
| **Accessing and generating ideas** |  |  |  |  |  |  |
| developing strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants, providing information, asking questions |  | **** | **** |  |  | **** |
| locating and accessing required texts and information within texts | **** | **** |  |  | **** | **** |
| developing skills related to ‘wait time’ and turn-taking |  | **** | **** |  |  | **** |
| using oral, visual, written and/or multimodal texts to express or clarify meaning |  | **** | **** | **** | **** | **** |
| **Processing and organising ideas and information** | |  |  |  |  |  |
| giving attention to information, objects, people, actions, emotions, events, places | **** |  | **** | **** |  |  |
| retelling ideas or information |  |  | **** |  | **** | **** |
| developing questioning skills |  |  | **** |  |  | **** |
| developing strategies for making meaning from relevant texts, such as labels, instructions, stories: prediction, matching, interpreting, sight words | **** | **** | **** |  |  | **** |
| developing strategies for clarifying meaning such as requesting help |  | **** |  | **** | **** |  |
| developing strategies for recording ideas and information such as drawing pictures, approximating words | **** | **** |  |  |  | **** |
| **Reflection and evaluation** |  |  |  |  |  |  |
| responding to language used by others |  | **** | **** |  |  | **** |
| reflecting on outcomes/success of communications |  | **** | **** |  |  | **** |
| accepting feedback from others and attempting adjustments |  | **** | **** |  |  | **** |
| editing communications with support such as word lists, picture prompts, peer |  | **** | **** |  |  | **** |