



SAMPLE ASSESSMENT OUTLINE

ENGLISH
PRELIMINARY UNIT 3 AND UNIT 4

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

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
<p>Task 1: The job and I. Create a Career Portfolio outlining your strengths and your ability to perform various jobs</p> <p>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.</p>	Semester 1 Week 4	✓	✓	
<p>Task 2: What's in a job? Create a booklet or an eBook on a chosen career and present it to the class</p> <p>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.</p>	Semester 1 Week 8		✓	
<p>Task 3: Role play</p> <p>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.</p>	Semester 1 Week 15	✓		✓
<p>Task 4: Write a Job application</p> <p>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.</p>	Semester 2 Week 5	✓	✓	
<p>Task 5: View a variety of formats and designs to write a resume</p> <p>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.</p>	Semester 2 Week 8	✓	✓	
<p>Task 6: Conduct a mock job interview on your chosen career</p> <p>Students watch job interview clips to construct a set of open-ended questions to be asked in the course of the interview.</p>	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		✓	✓	✓	✓	✓

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
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		✓	✓			✓