

## 22484VIC Certificate I in EAL (Access)

### VU22595

Read and write short, simple descriptive and narrative texts

**Assessment Tools for this unit include:**

Competency Mapping

Assessor Instructions (including student Instructions)

Assessment Task A:	Reading a description	E1
Assessment Task B:	Writing a description	E2
Assessment Task C:	Maria's Day	E3
Assessment Task D:	Daily recount	E4

Marking Guide

Competency Mapping

## Competency Mapping

Unit to be assessed: VU22595 Read and write short, simple descriptive and narrative texts

Steps & Task	Employability Skills Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p><b>Task A</b></p> <p>Read a description</p> <p>Answer questions</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read short simple texts in a familiar environment.</li> <li>Identify relevant information in short, simple print texts which include visual elements.</li> </ul> <p><b>Planning &amp; Organising</b></p> <ul style="list-style-type: none"> <li>Organise required learning materials and resources.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Complete delegated tasks.</li> </ul> <p>Manage own learning resources</p>	<p>Read short simple descriptive texts</p> <p>PC 1.1, 1.2, 1.3</p>	<ul style="list-style-type: none"> <li>A limited range of content words, phrases and expressions relevant to immediate personal and social needs to read and compose short simple descriptive texts</li> <li>A limited range of simple adjectives and modifying devices</li> <li>A limited number of simple adverbial phrases</li> <li>A limited range of common high frequency tenses</li> <li>A limited range of phrasal verbs</li> <li>Simple modals</li> <li>Simple connectives</li> <li>The alphabet in upper and lower case</li> <li>Regular and irregular plural forms</li> <li>Structural features of short simple texts</li> <li>Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Topic may include: descriptive writing topics</li> <li>Short simple descriptive text may include: <ul style="list-style-type: none"> <li>written on paper or online descriptions</li> </ul> </li> <li>Specific information may include: <ul style="list-style-type: none"> <li>people</li> <li>places</li> <li>specific facts</li> <li>simple comparisons</li> </ul> </li> <li>Vocabulary items may include: <ul style="list-style-type: none"> <li>simple adjectives to describe familiar things</li> <li>linguistic items as listed under Required Linguistic Skills and Knowledge, connectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use familiar conventions and linguistic knowledge to: read short simple descriptive texts related to familiar topics for immediate social and study needs</li> </ul>

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

<p><b>Task B</b> Write a description</p> <p>Interview another class member</p> <p>Take notes</p> <p>Write a description of the person interviewed</p> <p>Proofread</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use a small number of simple, common, high frequency words, phrases and expressions related to self or others</li> <li>• Create short, simple texts which include simple phrases or sentences related to immediate needs.</li> <li>• Make simple requests or enquiries</li> </ul> <p><b>Planning &amp; Organising</b></p> <ul style="list-style-type: none"> <li>• Organise required learning materials and resources.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• Complete delegated tasks.</li> <li>• Manage own learning resources.</li> </ul>	<p>Write short simple descriptive texts PC 2.1, 2.2, 2.3, 2.4</p>	<ul style="list-style-type: none"> <li>• A limited range of content words, phrases and expressions relevant to immediate personal and social needs to read and compose short simple descriptive texts</li> <li>• A limited range of simple adjectives and modifying devices</li> <li>• A limited number of simple adverbial phrases</li> <li>• A limited range of common high frequency tenses</li> <li>• A limited range of phrasal verbs</li> <li>• Simple modals</li> <li>• Simple connectives</li> <li>• The alphabet in upper and lower case</li> <li>• Regular and irregular plural forms</li> <li>• Structural features of short simple texts</li> <li>• Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words</li> <li>• Appropriate register in writing according to the audience and the purpose of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Audience may be fellow classmates or self, teacher, peers, supervisor, Community or social group</li> <li>• Plan writing includes; selection of format to meet audience needs,</li> <li>• Reviewing model texts</li> <li>• Planning order and staging of description and narrative elements</li> <li>• Selection and review of vocab items</li> <li>• Discussion with support person or peers</li> <li>• Check may include <ul style="list-style-type: none"> <li>- Asking teacher or support person, other student, friend, family</li> <li>- Review using bilingual resources</li> <li>- Use word processor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• constructs short simple descriptive texts which include short sentences using formats as appropriate to audience and context</li> <li>• review written drafts for clarity and accuracy</li> </ul>
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

			<ul style="list-style-type: none"><li>• Writing conventions from left to right and top to bottom</li></ul>		
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Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

Steps & Task	Employability Skills Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task C</p> <p>Maria's Day</p> <p>Read about Maria's daily routine</p> <p>Answer questions</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read short simple texts in a familiar environment.</li> <li>Identify relevant information in short, simple print texts which include visual elements.</li> </ul> <p><b>Planning &amp; Organising</b></p> <ul style="list-style-type: none"> <li>Organise required learning materials and resources.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Complete delegated tasks.</li> </ul> <p>Manage own learning resources</p>	<p>Read short, simple narrative texts</p> <p>PC 3.1,3.2,3.3</p>	<ul style="list-style-type: none"> <li>A limited range of content words, phrases and expressions relevant to immediate personal and social needs to read and compose short simple descriptive texts</li> <li>A limited range of simple adjectives and modifying devices</li> <li>A limited number of simple adverbial phrases</li> <li>A limited range of common high frequency tenses</li> <li>A limited range of phrasal verbs</li> <li>Simple modals</li> <li>Simple connectives</li> <li>The alphabet in upper and lower case</li> <li>Regular and irregular plural forms</li> <li>Structural features of short simple texts</li> <li>Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Short simple narrative texts <ul style="list-style-type: none"> <li>Simple short story</li> <li>Simplified novel</li> <li>Recount or event</li> <li>A reflection</li> <li>a description, such as a person, place or object</li> <li>an incident report</li> <li>newspaper / magazine feature article</li> </ul> </li> <li>Narrative text features <ul style="list-style-type: none"> <li>who, when and where, structure, conversation, dialogue</li> <li>Use of 1<sup>st</sup> or 3<sup>rd</sup> person as narrator</li> <li>Linguistic features i.e. adjectives &amp; adverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read short simple descriptive and narrative texts related to familiar topics for immediate social and study needs</li> </ul>

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

Steps & Task	Employability Skills Advice	Elements/performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task D Daily routine</p> <p>Write a narrative</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Read short simple texts in a familiar environment.</li> <li>Identify relevant information in short, simple print texts which include visual elements.</li> </ul> <p><b>Planning &amp; Organising</b></p> <ul style="list-style-type: none"> <li>Organise required learning materials and resources.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Complete delegated tasks.</li> </ul> <p>Manage own learning resources</p>	<p>Write short simple narrative texts PC 4.1, 4.2, 4.3, 4.4</p>	<ul style="list-style-type: none"> <li>A limited range of content words, phrases and expressions relevant to immediate personal and social needs to read and compose short simple descriptive texts</li> <li>A limited range of simple adjectives and modifying devices</li> <li>A limited number of simple adverbial phrases</li> <li>A limited range of common high frequency tenses</li> <li>A limited range of phrasal verbs</li> <li>Simple modals</li> <li>Simple connectives</li> <li>The alphabet in upper and lower case</li> <li>Regular and irregular plural forms</li> <li>Structural features of short simple texts</li> <li>Reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words</li> <li>Appropriate register in writing according to the</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic and audience - narrative <ul style="list-style-type: none"> <li>Biography/Auto</li> <li>Fictional story</li> <li>Recent event</li> </ul> </li> <li>Narrative text features <ul style="list-style-type: none"> <li>Specific narrative elements e.g. who, when and where, structure, conversation, dialogue</li> <li>Use of 1<sup>st</sup> or 3<sup>rd</sup> person</li> <li>Linguistic features i.e. adjectives</li> </ul> </li> <li>Check writing and produce final draft <ul style="list-style-type: none"> <li>Asking teacher or support person</li> <li>Asking another student to check</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Construct short simple descriptive and narrative texts which include short sentence s using formats as appropriate to audience and context</li> <li>Review written drafts for clarity and accuracy</li> </ul>

Note: These are the Employability Skills from the EAL Framework qualification that have been identified by the writers of this task as applicable.

			audience and the purpose of the text Writing conventions from left to right and top to bottom	<ul style="list-style-type: none"><li>- Asking a friend or family member</li><li>- Review using bilingual resources</li></ul>	
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Assessor Instructions

## Instructions for the Assessor

### **22484VIC Certificate 1 in EAL (Access)**

VU22595 Read & write short, simple descriptive and narrative texts

Element 1 Read short simple descriptive texts

## **TASK A: Read a Description**

### **Setting up the assessment task**

- Inform the students that you will be assessing their reading skills for this unit
- Prepare the students with similar activities and tasks prior to assessing
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

### **Prepare assessment tools**

- Instructions for the learner to be given orally
- Copies of the assessment task
- Class dictionaries, personal dictionaries available for students to refer to

### **Conducting the assessment**

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read a description about a person and then answer some questions.
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. Hand out the text to the students to read, allowing a reasonable time for them to reread and check vocab in their personal lists or dictionaries
4. Students answer the questions in written form although they may also answer orally.
5. Students to check answers.
6. Provide verbal feedback to the student on their performance
7. Assessment to be collected by the assessor and kept in the student's file.

## Student Instructions

### TASK A: Read a description

### VU22595 Element 1

For this assessment you will need to read a description of a person

You have 1 task:

- You will complete this activity in class.
  - You may use dictionaries, word lists and class notes
1. Read the description about Faiza - Task A worksheet
  2. Answer the questions writing your answers on the worksheet. You can orally give your answers to the assessor if you prefer.
  3. Check your work and make sure you have signed and dated it
  4. Your assessor will collect your worksheet and discuss your answers with you.
  5. Your task will be placed in your file.

## Instructions for the Assessor

### **22484VIC Certificate 1 in EAL (Access)**

VU22595 Read & write short, simple descriptive and narrative texts

Element 2 Write short simple descriptive texts

## **TASK B Write a description**

### **Setting up the assessment task**

- Inform the students that you will be assessing their writing skills for this unit
- Prepare the students with similar activities and tasks prior to assessing
- There is a benchmark task included for the assessor.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

### **Prepare assessment tools**

- Instructions for the learner to be given orally
- Copies of the assessment task, both questionnaire and writing worksheet
- Class dictionaries, personal dictionaries available for students to refer to

### **Conducting the assessment**

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to interview another student about personal information and then to write up a description of that person.
2. Tell the students what support is available to them: access to teacher, use of dictionaries
3. Hand out the questionnaire for the students to read, allowing a reasonable time for them to reread and check vocab in their personal lists or dictionaries
4. Ask students to find a class member to interview and record notes on their questionnaire sheet.
5. Hand out the writing worksheet and instruct students to use their notes to help them write a description of the person they interviewed. Highlight the fact that not every question has to be included in their description.
6. Students proofread their work before showing the teacher.
7. Provide verbal feedback to the student on their performance
8. Students write or type up their final copy
9. Assessment to be collected by the assessor and kept in the student's file, including the questionnaire, draft and final copy.

## Student Instructions

### TASK B Write a description

### VU22595 Element 2

For this assessment you will need to write a description of another student in class

You have 4 tasks:

1. Talk to another student and take notes – keywords only need to be written
  2. Use your notes to write a description of this person. Remember to introduce your topic and use adjectives to make your sentences interesting
  3. Proofread your work
    - check spelling, tenses, punctuation
    - read your work out loud or to someone to see if you have left anything out or if it makes sense.
    - discuss/conference your work with your teacher
  4. Produce a final copy of your work – if handwritten make sure your writing is neat and can be understood or you may use a computer to type and print a copy
- You will complete these activities in class.
  - You may use dictionaries, word lists and class notes
  - You may refer to models we have used in class

At the end of the assessment the assessor will collect your work and correct it. They will talk about your writing with you and then keep your work in a file

## Instructions for the Assessor

### **22484VIC Certificate I in EAL (Access)**

VU22595 Read and write short, simple descriptive and narrative texts

Element 3: Read short, simple narrative texts

#### **TASK C      Maria's Day**

#### **VU22595 Element 3**

#### **Setting up the assessment task**

- Inform the students that you will be assessing their reading skills for this element.
- This assessment will involve reading a narrative text and answering the questions on the worksheet.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will read and write a range of online and paper based narrative texts and analyse the content.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment.

#### **Prepare assessment tools**

- Instructions for the learner are to be given orally
- Copies of the assessment task for each student
- Class dictionaries, personal dictionaries available for students to refer to

#### **Conducting the assessment**

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read the narrative text and answer the questions.
2. Explain to the students what support is available to them: access to teacher, use of dictionaries.
3. Hand out the assessment task and allow time for the student to check vocabulary and to familiarise themselves with the assessment task format.
4. Instruct student to read the text and tick, circle or answer the questions as per instructions on the task
5. Assessor collects worksheet from the students and provides verbal feedback.
6. The assessment is to be collected and kept in the student's file.

## Student Instructions

**TASK C**     **Maria's Day**

**VU22595**

**Element 3**

Student instructions are to be given orally. Main points may be written on the board.

- Today, you are being assessed on your reading skills.
- This reading task is a narrative text.
- You need to read the text and answer the questions on the worksheet.
- First read through the text for overall meaning and check any new vocab.
- Read through the worksheet to see what information you need to know. Check if you are unsure of anything.
- Read the text and answer the questions on the worksheet.
- Check your answers.
- Make sure your name and date has been placed on your worksheet.
- Hand in to the assessor. The assessor will talk to you about your answers.
- Your task will be collected by the assessor and placed in your file.

## Instructions for the Assessor

### 22484VIC Certificate I in EAL (Access)

VU22595 Read and write short, simple descriptive and narrative texts

Element 4: Write a short, simple narrative text

## TASK D Daily Routine Recount

VU22595 Element 4

### Setting up the assessment task

- Inform the students that you will be assessing their writing skills for this element.
- This assessment involves planning, writing and proofreading a short, simple narrative text.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will read and write different simple narrative texts; recounts, blog entries, journal entries and short stories.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment.

### Prepare assessment tools

- Instructions for the learner are to be given orally
- Copies of the assessment task for each student
- Class dictionaries, personal dictionaries available for students

### Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to plan, write and proofread a short, simple narrative text.
2. Explain to the students what support is available to them: access to teacher, use of dictionaries.
3. Students are required to write about their daily routine.
4. Teacher leads a brainstorm session on the topic:
  - types of activities we do each day
  - the time of day you do these
  - the grammar specifics of a personal recount : past tense, sequencing/discourse markers, adverbs of time and manner, writing in the first person
  - discussion on the audience we are writing for and how this affects our writing style
5. Hand out the assessment task and instruct students to complete their word bank with words from the brainstorm session that may be useful to them
6. Ask students to list daily activities they do in the table.



7. Students then use their notes to write about their daily routine.
8. Students proofread their work, using the checklist provided, before showing the teacher
9. Assessor discusses work with student and provides verbal feedback.
10. Students then complete their final copy. This may be hand written or typed on a computer and printed.
11. Assessment collected and kept in the student's portfolio, including the questionnaire, draft and the final copy

## **Student Instructions**

### **TASK D Daily routine recount**

### **VU22595 Element 4**

For this assessment you will need to write a narrative: a recount of your daily routine

- Participate in a group brainstorm about the topic and the type of language used in a recount.
- Complete the first part of your assessment sheet by listing words, activities from the brainstorm that may be useful to you
- Use your notes to write a description about your daily routine.
- Use the checklist to proofread your work and then go through it with your teacher
- Produce a final copy – this maybe handwritten or typed up on the computer. If hand written make sure your writing can be understood
- You will complete these activities in class.
- You may use dictionaries, word lists and class notes
- You may refer to models we have used in class
- At the end of the assessment the assessor will collect your work. They will talk about your writing with you and then keep your work in your file.

Assessment Tasks

Name:

Date:

## TASK A Description

Read this short simple description and answer the questions below

My name is Faiza Salem. I am 45 years old. I come from Tunisia. I speak French, Arabic and English. I am 161cm tall and weigh around 65 kg. My hair is dark brown and wavy. I have brown eyes and olive skin. I am married and have two children, one boy and one girl. My youngest child is 15 years old and is a hard working boy. My lovely daughter is 25 years old and is already married. She lives with her husband on the other side of the city. I live and work in Footscray. I work in a busy café serving food and cleaning. I like my job because I meet new people every day but I don't like catching the tram to work.



1. Who is this description about?
2. Use the description above to fill in the table about Faiza

Age	
Country of birth	
Languages spoken	
Eye colour	
Height	
Number of children	
Suburb	
Work	

3. What does Faiza like?
4. What doesn't Faiza like?

Feedback:

Satisfactory

More evidence required

Assessor's signature:

Student's signature:

Name

Date

## TASK B Write a description

Write a short simple description of a classmate to share with your teacher and class.

1. Why are you writing this description?

### 2. Plan:

- Choose a class member to interview.
- Ask them questions so you can complete the table below with your notes

Name	
Age of person	
Nationality/ Country of birth	
Physical description: Eye colour Hair Height	
Marital Status	
Children	
Suburb	
Work	
What kind of a person are they? Adjectives to describe their personality	
Likes	
Dislikes	

**3. Draft: My Classmate**

Use the table to help write a description of your friend. Remember to link ideas using conjunctions (and, because) and to use adjectives to make your description more interesting.

*I would like introduce you to my friend Anna. She is married and has 4 children. She comes from.....*

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When you have finished: (Tick when completed)

- |   |   |
|---|---|
| <input type="checkbox"/> read your paragraph            | <input type="checkbox"/> check for any mistakes |
| <input type="checkbox"/> read to a friend               | <input type="checkbox"/> show your teacher      |
| <input type="checkbox"/> write or type out a final copy |   |

**4. Final Copy My Classmate**

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## Task B Assessor's Marking Sheet

<b>Student name</b>  <b>Date</b>	<b>Task</b> Student to talk to another student and take notes. They must then use these notes to write a description, proofread and produce a final draft.
Uses correct format for the task	
Identifies audience	
Constructs simple information text of simple phrases and sentences (follows subject- verb – object) <i>At this level it would not be expected for these skills to be used correctly all the time. The main idea is to show emerging skills in this area</i>	
Uses a limited range of adjectives and modifiers to describe their subject	
<b>Grammar</b> <ul style="list-style-type: none"> <li>- Use of simple tenses</li> <li>- Use of connectives</li> <li>- Use of punctuation (full stop/question mark)</li> <li>- Use of plural forms</li> <li>- Use of pronouns</li> </ul> <i>At this level errors would be expected The main idea is to show emerging skills in this area</i>	
Uses conventions of left to right, top to bottom when writing a piece	
Uses strategies to check and revise writing – dictionaries, editing tools (^)	
Writes legibly	
<b>Comments and feedback</b>          <input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required  Assessor's Signature: _____ Student's Signature: _____	

Name

Date

## TASK C Maria's day

### Read about Maria and answer the questions below

Maria is a teacher at Footscray Neighbourhood House. She teaches adults English. On weekdays Maria always gets up at about 7 o'clock. She has a shower and then eats breakfast with her husband and daughter. After breakfast she gets dressed and then walks her daughter to school. Maria then catches the train to work at 8:30 and starts teaching at 9:30.

At about 1 o'clock Maria usually eats her lunch. She has a sandwich and some fruit. She eats it outside if it is a nice, sunny day. She finishes work at 4:30, catches the train and picks up her daughter from after school care. She usually has dinner at about 7 o'clock and then sits down to have a cup of tea and relaxes. In the evening she watches television or does some work. She usually goes to bed at about 10:30 and reads her book for about half an hour. She goes to sleep at about 11p.m.

#### 1. Who is the text about?

#### 2. What is the text about? Tick a box

- What Maria does each day.
- What Maria does in her free time.

#### 3. Circle TRUE or False

Maria gets up at seven o'clock.	TRUE	FALSE
She has a shower in the morning.	TRUE	FALSE
She goes to work by bus.	TRUE	FALSE
She picks up her daughter after work.	TRUE	FALSE
She has a cup of coffee after dinner	TRUE	FALSE

#### Answer the following

4. What is Maria's job?

5. Who does she eat breakfast with?



6. Where does Maria eat her lunch?

7. How does Maria get to work?

8. What does Maria always do?

9. What does she usually do?

**10. When did Maria do these? Write in the correct column.**

goes to bed

eats lunch

has a shower

eats dinner

starts teaching

finishes work

has a cup of tea

catches the train home

walks her daughter to school

In the morning	In the afternoon	In the evening

Feedback:

Satisfactory

More evidence required

Assessor's signature:

Student's signature:

Name

Date

### TASK D Daily Routine Recount

Today you are going to write about your daily routine.

First brainstorm with your class things that you might do during the day.

In your word bank below write the things you may use in your story.

Next talk with your class about time words we could use and list some that you may use.

WORD BANK	
<b>Actions (verbs):</b> <i>wake up</i> <i>have a shower</i>	<b>Time words:</b> <i>in the morning</i> <i>at 10 pm</i> <i>after</i>

### Make a list of the things you do each day

<b>In the morning</b>	<ul style="list-style-type: none"><li>• <i>wake up at 7a.m.</i></li><li>• <i>eat cereal for breakfast</i></li></ul>
<b>In the afternoon</b>	
<b>In the evening</b>	

**Draft – Use your notes to help write your story below**

**Topic:**

**Audience:**

**Name:**

**Date:**

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Use the checklist to help proofread your draft.

Tick each box when you have checked.

Work with your teacher to go through your story.

Writing Revision Checklist

C1

- Does your story have a title?
- Does your beginning sentence tell the story topic?  
i.e. ***My day starts when my alarm goes off at 7 a.m.***
- Have you read your work aloud?
- Have you checked your spelling or underlined words you are unsure of?
- Do all your sentences have capital letters and full stops?  
A sentence starts with a capital letter and ends with a full stop.  
ie. ***“Maria’s day is very busy.”***
- Have you used time sequence words to help show the order of your story i.e, ***after, then, next, first, before, after***
- A simple sentence has a subject, verb, object.  
i.e. ***Maria catches the bus at 8a.m.***  
Have you used simple sentences.?

## Final Copy – write your final draft here

Topic	Audience	Date

## Task D Assessor's Marking Sheet

<b>Student name</b>	<b>Task</b> Student to write a recount about their daily routine
<b>Date</b>	
Identifies topic and audience	
Plans writing <ul style="list-style-type: none"> <li>- Chooses format</li> <li>- Uses EAL notes</li> <li>- Completes pre writing activity</li> </ul>	
Draft shows evidence of simple, appropriate language for the topic. <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Sequencing /discourse markers e.g. first, then</li> <li>- Adverbs of time &amp; manner e.g.always, often</li> </ul>	
Grammar <ul style="list-style-type: none"> <li>- Use of simple tenses (for a recount the use of simple past)</li> <li>- Some use of simple connectives</li> <li>- Written in the first or third person as appropriate for the topic</li> </ul> <p><i>Students writing may include omission of articles, errors in verb tense and agreement</i></p>	
Structure <ul style="list-style-type: none"> <li>- Short, simple sentences</li> <li>- Short compound sentences</li> <li>- Simple punctuation</li> <li>- Capital letters</li> </ul>	
Uses strategies to check and revise writing – dictionaries, word lists ,notes editing tools (underline words you think are wrong ) <p><i>At this stage of language development support from the language teacher will be required</i></p>	
Comments and feedback	
<input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required	
Student Signature	Assessor Signature

## Marking Guide

## Marking Guide VU22595

### Task A Read a description

1. What is this description about? **Faiza/ Faiza Salem (needs to be answered correctly)**
2. Use the description above to fill in the table about Faiza

Age	<b>45/ 45 years old (needs to be answered correctly)</b>
Country of birth	<b>Tunisia (needs to be answered correctly)</b>
Languages spoken	<b>French, Arabic &amp; English (needs to be answered correctly)</b>
Eye colour	<b>Brown eyes/ brown (needs to be answered correctly)</b>
Height	<b>161 cms. tall/ 161 cms (needs to be answered correctly)</b>
Number of children	<b>2 children/ one girl &amp; one boy (needs to be answered correctly)</b>
Suburb	<b>Footscray (needs to be answered correctly)</b>
Work	<b>Works in café/ serves food and cleans (needs to be answered correctly)</b>

3. What does Faiza like? **Meeting new people/ her job (needs to be answered correctly)**
4. What doesn't Faiza like? **Catching the tram to work (needs to be answered correctly)**



## Marking Guide VU22595

### **TASK B Write a descriptive text**

**VU21460**

**Element 4**

In order to complete tasks for VU22595 satisfactorily, the learner must have done the following:

This assessment looks at the student's ability to write a short, simple descriptive text. The student must:

- Complete a planning activity (interview sheet)
- Complete a draft of the text
- Complete the proofreading activity with the teacher/support person
- Produce a final copy of the text
- Use appropriate vocabulary, adjectives and conjunctions to write a descriptive text (teacher's marking guide)

<b>Student name</b>	<b>Task</b> Student to talk to another student and take notes. They must then use these notes to write a description, proofread and produce a final draft.
<b>Date</b>	
Uses a correct format for the task	Student should write in paragraph format.
Constructs simple information text of simple phrases and sentences (follows subject- verb – object) <i>At this level it would not be expected for these skills to be used correctly all the time. The main idea is to show emerging skills in this area</i>	Able to demonstrate emerging skills and use of simple sentences
Uses a limited range of adjectives and modifiers to describe their subject	Use of at least one adjective
Grammar <ul style="list-style-type: none"> <li>- Use of simple tenses</li> <li>- Use of connectives</li> <li>- Use of punctuation (full stop/question mark)</li> <li>- Use of plural forms</li> <li>- Use of pronouns</li> </ul> <i>At this level errors would be expected The main idea is to show emerging skills in this area</i>	Able to demonstrate an awareness of these, may have some mistakes
Uses conventions of left to right, top to bottom when writing a piece	Must demonstrate these conventions
Uses strategies to check and revise writing – dictionaries, editing tools (^)	Shows some evidence of checking & revising
Writes legibly	Legible writing
Comments and feedback	
Student Signature	Assessor Signature

## Sample task

<b>Descriptions</b>	Name: Date:
Draft:	
Use the table to help write a description of your friend. Remember to link ideas using conjunctions (and, because) and to use adjectives to make your description more interesting.	
<i>I would like introduce you to my friend Anna. She is married and has 4 children. She speaks English and Italian.....</i>	
<p>I'm writing about my English class friend. Her name is Dina and she is <sup>from</sup> Greece. She is <sup>in her</sup> early 40's and has curly brown hair. She has an olive complexion and brown eyes. She is very tall. My friend is married with 2 sons. They live in Footscray. She is very friendly, nice and a good student. Dina likes reading books and going on holidays. However, she doesn't <sup>like</sup> gambling.</p>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

## Marking Guide VU22595

In order to complete tasks for VU22595 satisfactorily, the learner must have done the following:

### **TASK C                      Maria's Day                      VU22595                      Element 3**

Questions 1 needs to be answered correctly (3.1)

Question 2 needs to be ticked appropriately. It is expected that this would be answered correctly. (3.1)

In Q3, the True or False statements, at least 3 should be answered correctly. (3.2)

In the 3rd section (Q4 – 9) students are asked to answer specific questions that will help demonstrate features of the narrative text and allows the student to locate specific information. It is expected 4 out of the 6 should be answered correctly, one of the last 2 should be correct(3.2, 3.3)

Students should be able to place the majority of the activities into the right column (3.3) in Q10

**Read about Maria and answer the questions below**

Maria is a teacher at Footscray Neighbourhood House. She teaches adults English. On weekdays Maria always gets up at about 7 o'clock. She has a shower and then eats breakfast with her husband and daughter. After breakfast she gets dressed and then walks her daughter to school. Maria then catches the train to work at 8:30 and starts teaching at 9:30.

At about 1 o'clock Maria usually eats her lunch. She has a sandwich and some fruit. She eats it outside if it is a nice, sunny day. She finishes work at 4:30, catches the train and picks up her daughter from after school care. She usually has dinner at about 7 o'clock and then sits down to have a cup of tea and relaxes. In the evening she watches television or does some work. She usually goes to bed at about 10:30 and reads her book for about half an hour. She goes to sleep at about 11p.m.

1. **Who is the text about?** Maria
2. **What is the text about? Tick a box** ✓

- What Maria does each day.
- What Maria does in her free time.

3. **Circle TRUE or False**

Maria gets up at seven o'clock.	<b>TRUE</b>	<b>FALSE</b>
She has a shower in the morning.	<b>TRUE</b>	<b>FALSE</b>
She goes to work by bus.	<b>TRUE</b>	<b>FALSE</b>
She picks up her daughter after work.	<b>TRUE</b>	<b>FALSE</b>
She has a cup of coffee after dinner	<b>TRUE</b>	<b>FALSE</b>

**Answer the following**

4. What is Maria's job? **Maria is a teacher.**
5. Who does she eat breakfast with? **Her husband and daughter.**
6. Where does Maria eat her lunch? **Outside**
7. How does Maria get to work? **By train.**
8. What does Maria always do? **Get up at about 7 o'clock**
9. What does she usually do? **Dinner at 7 o'clock/ go to bed at 10:30**
10. **When did Maria do these? Write in the correct column.**

goes to bed

eats lunch

has a shower

eats dinner

starts teaching

finishes work

has a cup of tea

catches the train home

walks her daughter to school

In the morning	In the afternoon	In the evening
Has a shower	Eats lunch	Goes to bed
Walks her daughter to school	Finishes work	Eats dinner
Starts teaching	Catches the train home	Has a cup of tea

## Marking Guide VU22595

In order to complete tasks for VU22595 satisfactorily, the learner must have done the following:

### **TASK D    Write a narrative text                    VU21460            Element 4**

This assessment looks at the student's ability to write a short, simple narrative text. The student must:

- Complete a planning activity (Section 1)
- Complete a draft of the text
- Complete the proofreading activity with the teacher/support person
- Produce a final copy of the text
- Use appropriate vocabulary, verbs, time sequencing words for narrative texts (teacher's marking guide)

<b>Student name</b>	<b>Task</b>
<b>Date</b>	Student to write a recount about their daily routine
Identifies topic and audience	
Plans writing <ul style="list-style-type: none"><li>- Chooses format</li><li>- Uses EAL notes</li><li>- Completes pre writing activity</li></ul>	
Draft shows evidence of simple, appropriate language for the topic. <ul style="list-style-type: none"><li>- Vocabulary</li><li>- Sequencing /discourse markers e.g. first, then</li><li>- Adverbs of time &amp; manner e.g.always, often</li></ul>	
Grammar <ul style="list-style-type: none"><li>- Use of simple tenses (for a recount the use of simple past)</li><li>- Some use of simple connectives</li><li>- Written in the first or third person as appropriate for the topic</li></ul> <p><i>Students writing may include omission of articles, errors in verb tense and agreement</i></p>	
Structure <ul style="list-style-type: none"><li>- Short, simple sentences</li><li>- Short compound sentences</li><li>- Simple punctuation</li><li>- Capital letters</li></ul>	
Uses strategies to check and revise writing – dictionaries, word lists ,notes editing tools (underline words you think are wrong ) <i>At this stage of language development support from the language teacher will be required</i>	
Comments and feedback	
<input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required	
Student Signature	Assessor Signature