

22485VIC Certificate II in EAL (Access)

VU22601

Participate in simple conversations and transactions

Assessment Tools for this unit include:

Element 1: Participate in simple conversations

[Task A: Conversation with a classmate](#)

Element 2: Make requests and respond to complete short everyday transactions

[Task B: Calling a tradesperson](#)

Assessment Tools include:

Competency Mapping

Instructions for the Assessor

Student Instructions

Assessment Task

Marking Guide

22485VIC Certificate II in EAL (Access)

VU22601 Participate in simple conversations and transactions

Element 1: Participate in simple conversations

Task A: Conversation with a classmate

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task A: Conversation with a classmate	<p>Communication</p> <ul style="list-style-type: none"> Initiate simple conversation on familiar topics. Use questioning to clarify information /ideas/opinions. Recognise and use non-verbal communication strategies. <p>Teamwork</p> <ul style="list-style-type: none"> Work collaboratively with other class members. <p>Problem Solving</p> <ul style="list-style-type: none"> Use simple strategies to seek clarification of oral information. Select appropriate communication strategies to initiate and participate in simple conversations <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> Reflect on own listening and speaking performance. 	Participate in simple conversations Element 1 PC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	<ul style="list-style-type: none"> vocabulary to <ul style="list-style-type: none"> talk about familiar personal, community, social and topical matters, such as personal details, simple social events communicate about everyday goods and services simple sentence structures, such as <ul style="list-style-type: none"> simple and compound sentences simple questions, such as to seek clarification in a conversation, ask for repetition or restatement a range of common high frequency verb tenses and forms, including simple reported speech a range of modals and modal forms (positive and negative), such as <ul style="list-style-type: none"> should, would, could, might, need to a range of common phrasal verbs, such as <ul style="list-style-type: none"> She’s looking after her mother. Can you pick up the orders? a range of conjunctions, such as <ul style="list-style-type: none"> when, but, if, although, so, When I left school, I got a job in a factory. 	Openings may include: opening questions and formulaic expressions Closings may include closing formulaic expressions Simple conversations may include: everyday conversations about familiar matters with peers classroom discussions on a chosen topic start-up conversation Invitations to participate or take a turn may include questions, statements Information may include in response to questions routine information exchanged in simple conversations, Explanations may include simple reasons related to familiar everyday topics expression of attitude towards something using paralinguistic expressions to emphasise Familiar topics may include self and family past and present living situation health matters	Critical aspects for assessment and evidence required to demonstrate competency in this unit Assessment must confirm the ability to: <ul style="list-style-type: none"> use routine conventions and linguistics knowledge to <ul style="list-style-type: none"> initiate and sustain conversations with one or more people on a range of familiar everyday topics obtain and give essential information on familiar or expected matters reflect on own performance and identify ways to develop skills

	<p>Planning and Organising</p> <ul style="list-style-type: none"> • Plan and organise a simple talk. • Use planning and reviewing strategies. Organise required learning materials and resources. <p>Self Management</p> <ul style="list-style-type: none"> • Reflect on own language learning and identify ways to improve with guidance from a support person. 		<ul style="list-style-type: none"> • a range of high frequency discourse markers and cohesive devices, such as <ul style="list-style-type: none"> - first, then, by the way, anyway, so, after that • adjectives, adverbs and some adverbial phrases, such as <ul style="list-style-type: none"> - as soon as possible • prepositions and prepositional phrases, such as <ul style="list-style-type: none"> - on the weekend, - at the end of Ramadan • simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding • some awareness of how tone, stress and intonation modify meaning • use of mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution <p>Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> • politeness conventions in conversation, such as <ul style="list-style-type: none"> - showing interest - giving compliments - making requests - appropriate questions - expressing regret - face-saving ways of saying no - appropriate use of please and thank you - ways of expressing disagreement or conflict. 	<p>food and cooking community issues cultural matters sport and leisure weather current events</p> <p>Restatement, clarification and suggestion may include Questions Reflect on participation may include review activities Strategies may include use of additional learning resources, such as online activities identifying a support person for additional practice practising with peers identifying other learning opportunities, such as pronunciation practice, conversation club implementing self-study activities</p> <p>Initiate a transaction may include: expressions and accompanying paralinguistic strategies used to get attention questions to determine the right person to approach brief statement of issue or problem</p> <p>Goods and services may include: returning faulty goods querying a bill or bank statement enquiring about course enrolment library membership negotiating course requirements with a</p>	<p>Context of and specific resources for assessment Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of EAL resources, such as <ul style="list-style-type: none"> - bilingual resources - a bilingual dictionary, and/or an English-English dictionary • access to conversation participants • assessment tools developed for this unit use short straightforward oral texts without much colloquial speech and in which varieties of English are familiar • support for the learner takes into consideration the following factors <ul style="list-style-type: none"> - need for a sympathetic interlocutor - need for contextual support
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			<ul style="list-style-type: none"> • some awareness of register 	<p>teacher</p> <p>making a query at a child's school</p> <p>attending an appointment</p> <p>Appropriate expressions may include</p> <p>polite expressions using the conditional</p> <p>other polite forms to negotiate transactions</p> <p>Respond to requests may include:</p> <p>Explaining</p> <p>giving some requested details</p> <p>dealing with rude or abrupt responses</p>	<p>Method(s) of assessment</p> <p>The following are suggested assessment methods for this unit:</p> <ul style="list-style-type: none"> • direct observation of face-to-face or digitally enabled communications • role plays • additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication
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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.

Instructions for the Assessor

22485VIC Certificate II in EAL (Access)

VU22601 Participate in simple conversations and transactions

Element 1: Participate in simple conversations

TASK A Conversation with a classmate VU22601 Element 1

Setting up the assessment task

- Inform the students that you will be assessing their speaking skills for this unit.
- This assessment will include a conversational role play with a classmate and will be observed, conducted and/or recorded by the teacher/assessor.
- Prepare the students with similar activities and tasks prior to assessing i.e. students have practiced similar conversational role play situations.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task cards for a student with a visual impairment.

Prepare assessment tools

- Instructions for the learner are to be given orally
- Copies of assessment task for students
- Copies of assessor checklist for each student being assessed
- Class dictionaries, personal dictionaries available for students to refer to
- Recording device to record dialogue i.e. digital recorder, phone and associated program (or recording program)

Conducting the assessment

1. Organise students into pairs.
2. To assist in assessing performance it is advisable to record the assessment. If recording, advise the student that you will be recording the assessment as evidence.
3. Explain to the learners what they will have to do: you are going to initiate and participate in a conversation based on a scenario chosen by you and your partner. You will have time to practice the role-play and details about what is expected will be given.
4. Remind students to use stress and intonation to help express feelings and attitudes. Give examples.
5. Hand out the assessment task and explain that they can choose which task they would like to do. Explain that the assessment task requires them to plan the role-play and each step of the planning process is something they are required to do in the role-play.
6. Allow the student sufficient time to prepare for the assessment.
7. Use the classroom environment or other to simulate the situation of the conversation. Visual cues are permitted.

8. When student is ready conduct the role play, recording if possible. If not a sample of verbatim quotes is required.
9. The assessor observes and/ or listens to the recording and records on TASK A – ASSESSOR CHECKLIST
10. After listening to the recording the teacher provides feedback to the student and places task records in the student's portfolio.

Student Instructions

TASK A Conversation with a classmate

VU22601

Element 1

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

- Today, you are being assessed on your speaking skills.
- In this task, you will be working with another person. You will be asked to participate in a casual, simple conversation with a classmate. You must choose which role-play you will complete from those provided.
- In the role-play, you have to: respond to and use appropriate openings and closings, ask and answer open questions, take turns, ask for and give information, explanations or opinions and respond to or make requests for repetition or clarification if required.
- Remember to use your voice and body language to express meaning.
- On your assessment task there are steps to help you plan your role-play and important pieces of information you may need to include. You may write other notes on your assessment task to prepare and to act as prompts.
- When you are ready let the assessor know. You may be recorded or your teacher may take notes to help you to evaluate your own performance.
- After the role-play, the teacher will ask you questions and you need to reflect on your participation and determine areas and ways to improve your performance
- Your task will be placed in your portfolio.

TASK A Conversation with a classmate VU22601 Element 1

Name of learner: _____ **Date:** _____

Participate in a simple conversation with a classmate.

1. Choose a role-play with your partner from those listed.
2. In the role-play you have to:
 - respond to and use appropriate openings and closings
 - ask and answer open questions and take turns,
 - ask for and give information, explanations or opinions
 - respond to or make requests for repetition or clarification if required.
3. Plan your role-play. You may write notes to prepare and to act as prompts.
4. Practice your role-play.
5. Let your teacher know when you are ready and they will take notes or record your conversation.
6. After the role-play, the teacher will ask you questions so you can reflect on your performance and determine strategies to improve performance.

Role-plays

1. *Conversation with a classmate about the weekend.*
2. *Conversation with a classmate about a family party you went to*
3. *Conversation with a classmate – meeting for the first time*
4. *Conversation with a classmate – you see them shopping at Footscray Market*
5. *Your own topic.....*

Chosen Role-play:

TASK A Assessor Checklist - Conversation with a classmate

22485VIC Certificate II in EAL (Access) VU22601 Participate in short, simple exchanges Element 1: Participate in simple conversations	Name: _____ Date: _____
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Role-play situation: _____ Partner: _____

Performance criteria	Observations & learner evidence /verbatim quotes	Satisfactory Y/N
1.1 Respond to and use openings and closings with familiar expressions in simple conversations		
1.2 Respond to and offer invitations to participate or take a turn Note: Student responds appropriately and recognises conversational cues		
1.3 Ask for and give information, explanations or opinions on familiar topics Note: student uses appropriate vocab, tenses, modals, open questions		
1.4 Respond to and make requests for restatement, clarification and suggestion as required		

Reflection with support - Teacher asks questions and records student responses:

1.5 Reflect on participation in casual conversation

How do think you went in the conversation?	
What were your strengths?	

Is there an area that you could work on? i.e. stating opinion, asking open questions, intonation	
1.6 Determine strategies required to improve performance	
What could you do to differently next time?	
What strategies could help you to improve? (give examples)	
Comments/ feedback:	
If applicable - note where recording has been saved.	
<input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required Student signature: _____ Date: _____ Assessor signature: _____ Date: _____	

Marking Guide VU22601

The focus of this task is speaking and the ability to initiate and participate in a transaction. In order to complete the task for VU22601 satisfactorily, the learner should show examples of the following.

TASK A Conversation with a classmate VU22601 Element 1

Refer to the assessor checklist for required skills and knowledge expected to be produced. They should include:

- Responding to and making appropriate openings and closings - mostly short phrases and sentences
- Participating in the conversation and inviting the other to participate using determined strategies (i.e. Open questions, clarifying statements, turn taking)
- Request repetition, restatement or clarification and respond appropriately
- Respond to questions appropriately providing the information required
- Conveys information as well as opinion using simple sentences and appropriate vocabulary on familiar topics
- Use stress and intonation adequately
- Conveys politeness in the conversation
- Reflects on conversation performance
- Identifies strategies to improve

Task A Assessor Checklist

Marking Guide Sample Answers

22485VIC Certificate II in EAL (Access) VU22601 Participate in short, simple exchanges Element 1: Participate in simple conversations		Name: Date:
Role-play situation: See Classmate at the shops Partner: Sammi		
Performance criteria	Observations & learner evidence/ verbatim quotes	Satisfactory Y/N
1.1 Respond to and use openings and closings with familiar expressions in simple conversations	Hello, Good morning, Good afternoon, How are you? Got to go. Anyway, see you later. Good to see you. See you soon.	Y
1.2 Respond to and offer invitations to participate or take a turn Note: Student responds appropriately and recognises conversational cues	Student indicated that they wanted to participate Responded to questions and asked friend to go shopping with them Was polite Used appropriate shopping vocab. i.e. I am shopping today. I always shop here. And you? Do you want to come with me?	Y
1.3 Ask for and give information, explanations or opinions on familiar topics Note: student uses appropriate vocab, tenses, modals, open questions	Open questions i.e. What are you doing? What did you buy? Where are you going? I like avocados a lot. They are cheap now. The meat is cheap at that shop. Yes. I buy my meat there and Thursdays it is really cheap.	Y
1.4 Respond to and make requests for restatement, clarification and suggestion as required	\$1.50? Really? Sorry, what did you buy? Can you say that again?	Y
Reflection with support - Teacher asks questions and records student responses:		
1.5 Reflect on participation in casual conversation		
How do think you went in the conversation?	Well, I am happy. It was ok.	
What were your strengths?	I talked about many things. Answered questions	

<p>Is there an area that you could work on? i.e. stating opinion, asking open questions, intonation</p>	<p>Ask more questions. Restate information. Pronunciation so I don't have to repeat myself too much.</p>
<p>1.6 Determine strategies required to improve performance</p>	
<p>What could you do to differently next time?</p>	<p>Ask more questions. Try to speak clearly.</p>
<p>What strategies could help you to improve? (give examples)</p>	<p>Practice and learn questions to ask in simple conversations. Practice pronunciation of difficult food/shopping vocab.</p>
<p>Comments/feedback :</p>	
<p><input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required</p> <p>Student signature: _____ Date: _____</p> <p>Assessor signature: _____ Date: _____</p>	

22485VIC Certificate II in EAL (Access)

VU22601 Participate in simple conversations and transactions

Element 2: Make requests and respond to complete short everyday transactions

Task B : Calling a tradesperson

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task B: Calling a tradesperson	<p>Communication</p> <ul style="list-style-type: none"> Initiate simple conversation on familiar topics. Use questioning to clarify information /ideas/opinions. Recognise and use non-verbal communication strategies. <p>Teamwork</p> <ul style="list-style-type: none"> Work collaboratively with other class members. <p>Problem Solving</p> <ul style="list-style-type: none"> Use simple strategies to seek clarification of oral information. Select appropriate communication strategies to initiate and participate in simple conversations <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> Reflect on own listening and speaking performance. 	<p>Make requests and respond to complete short everyday transactions</p> <p>Element 2 PC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<ul style="list-style-type: none"> vocabulary to <ul style="list-style-type: none"> talk about familiar personal, community, social and topical matters, such as personal details, simple social events communicate about everyday goods and services simple sentence structures, such as <ul style="list-style-type: none"> simple and compound sentences simple questions, such as to seek clarification in a conversation, ask for repetition or restatement a range of common high frequency verb tenses and forms, including simple reported speech a range of modals and modal forms (positive and negative), such as <ul style="list-style-type: none"> should, would, could, might, need to a range of common phrasal verbs, such as <ul style="list-style-type: none"> She's looking after her mother. Can you pick up the orders? a range of conjunctions, such as <ul style="list-style-type: none"> when, but, if, although, so, When I left school, I got a job in a factory. 	<p>Openings may include: opening questions and formulaic expressions</p> <p>Closings may include closing formulaic expressions</p> <p>Simple conversations may include: everyday conversations about familiar matters with peers classroom discussions on a chosen topic start-up conversation Invitations to participate or take a turn may include questions, statements Information may include in response to questions routine information exchanged in simple conversations, Explanations may include simple reasons related to familiar everyday topics expression of attitude towards something using paralinguistic expressions to emphasise Familiar topics may include self and family past and present living situation health matters</p>	<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> use routine conventions and linguistic knowledge to <ul style="list-style-type: none"> initiate and sustain conversations with one or more people on a range of familiar everyday topics obtain and give essential information on familiar or expected matters reflect on own performance and identify ways to develop skills

	<p>Planning and Organising</p> <ul style="list-style-type: none"> • Plan and organise a simple talk. • Use planning and reviewing strategies. Organise required learning materials and resources. <p>Self Management</p> <ul style="list-style-type: none"> • Reflect on own language learning and identify ways to improve with guidance from a support person. 		<ul style="list-style-type: none"> • a range of high frequency discourse markers and cohesive devices, such as <ul style="list-style-type: none"> - first, then, by the way, anyway, so, after that • adjectives, adverbs and some adverbial phrases, such as <ul style="list-style-type: none"> - as soon as possible • prepositions and prepositional phrases, such as <ul style="list-style-type: none"> - on the weekend, - at the end of Ramadan • simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding • some awareness of how tone, stress and intonation modify meaning • use of mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution <p>Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> • politeness conventions in conversation, such as <ul style="list-style-type: none"> - showing interest - giving compliments - making requests - appropriate questions - expressing regret - face-saving ways of saying no - appropriate use of please and thank you - ways of expressing disagreement or conflict. • some awareness of register 	<p>food and cooking community issues cultural matters sport and leisure weather current events Restatement, clarification and suggestion may include Questions Reflect on participation may include review activities Strategies may include use of additional learning resources, such as online activities identifying a support person for additional practice practising with peers identifying other learning opportunities, such as pronunciation practice, conversation club implementing self-study activities Initiate a transaction may include: expressions and accompanying paralinguistic strategies used to get attention questions to determine the right person to approach brief statement of issue or problem Goods and services may include: returning faulty goods querying a bill or bank statement enquiring about course enrolment library membership negotiating course requirements with a teacher</p>	<p>Context of and specific resources for assessment Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of EAL resources, such as <ul style="list-style-type: none"> - bilingual resources - a bilingual dictionary, and/or an English-English dictionary • access to conversation participants • assessment tools developed for this unit use short straightforward oral texts without much colloquial speech and in which varieties of English are familiar • support for the learner takes into consideration the following factors <ul style="list-style-type: none"> - need for a sympathetic interlocutor - need for contextual support
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				<p>making a query at a child's school</p> <p>attending an appointment</p> <p>Appropriate expressions may include</p> <p>polite expressions using the conditional</p> <p>other polite forms to negotiate</p> <p>transactions</p> <p>Respond to requests may include:</p> <p>Explaining</p> <p>giving some requested details</p> <p>dealing with rude or abrupt responses</p>	<p>Method(s) of assessment</p> <p>The following are suggested assessment methods for this unit:</p> <ul style="list-style-type: none"> • direct observation of face-to-face or digitally enabled communications • role plays • additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication
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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.

Instructions for the Assessor

22485VIC Certificate II in EAL (Access)

VU22601 Participate in in simple conversations and transactions

Element 2: Make requests and respond to complete short everyday transactions

TASK B Calling a Tradesperson

VU22601 Element 2

Setting up the assessment task

- Inform the students that you will be assessing their speaking and listening skills for this element.
- This assessment will involve some verbal questioning from the assessor and other class members as well as observation by the teacher/assessor.
- Prepare the students with similar activities and tasks prior to assessing, including practice in language for making and responding to enquiries.
- The marking guide includes suggested answers. These may vary slightly depending on the students differing life experiences. Assessors are to refer to the evidence guide when marking an assessment.
- 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 and written on worksheet
- Copies of worksheet for each student
- Copy of local newspaper classified section required for each student
- Class dictionaries, personal dictionaries available for students to refer to, vocabulary on the board
- Assessor Checklist to record comments of each learners speaking and listening for the task

Conducting the assessment

1. Teacher/Assessor asks learners about their experiences with tradespeople. Elicit knowledge and vocabulary. Review vocabulary of Tradespeople: Plumber, Electrician, Handyman, Gardener, Painter etc.
2. Give each learner a copy of the worksheet 'Calling a Tradesperson'.
3. The assessor reads exercise 1. Students to do in pairs and report back to class.
4. Assessor provides local newspaper classified section for students to find appropriate advertisement for exercise 2 and 3 on worksheet.
5. Assessor reads instructions on preparing for a role-play on ringing a tradesperson and enquiring about a service.

- 6 . Assessor and students review the language of making an enquiry including: greetings, introductions, making an enquiry, making requests, clarifying information.
- 7 . Learners create their own dialogues. They can perform with classmate or teacher/assessor.
- 8 . Assessor listens to each student make and respond to an enquiry and records on the Assessor Checklist. It is advisable to record the assessment for consistency. If not ensure verbatim quotes are recorded.
- 9 . Assessor gives feedback to learner on performance, collects worksheet from the student and recording if made, to place in their portfolio.

Student Instructions

TASK B Calling a Tradesperson

VU22601 Element 2

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

- Today, you are being assessed on your speaking and listening skills.
- This task has two parts.
- Part 1: You will work with a partner to complete the worksheet 'Calling a Tradesperson'. This will involve listing problems that tradespeople fix, finding a tradesperson in the local paper who you want to fix a problem in your house and stating that problem.
- Part 2: You are required to plan and conduct a role-play with your partner or the assessor. You need to call the Tradesperson you have chosen and enquire about your stated problem and request a service if appropriate.
- The assessor will listen and/or record your transaction and complete a checklist to complete the requirements of the assessment task.
- Make sure your name and date has been placed on your worksheet.
- Hand in your worksheet to the assessor. The assessor will talk to you about the assessment – worksheet and role-play. The assessor will provide feedback on your role-play and ask you to reflect on your performance.
- Your task will be placed in your portfolio.

Name of learner: _____ Date: _____

Complete the following activities about tradespeople to complete a role-play transaction with a tradesperson to fix a problem in your house.

- 1. Work with a partner and list some of the problems these tradespeople could fix.**



Plumber

Electrician

Painter

Gardener

Handyman

2. Find a tradesperson in the local newspaper who you want to fix a problem in your house.

Cut and paste the advertisement for their service **HERE**



3. What is your problem?

4. Work with a partner. Practise role- playing calling for the service. You may use notes from class to help you.

Remember to:

Use a greeting	<i>Good morning</i>
Make an introduction	Hello, my name is I have a problem with ...
Inquire about the service	<i>Do you fix</i> ?
Make a request with polite expressions	Could you fix my
Respond to questions	<i>My address is..... The pilot light keeps going out. The picture on my TV is not clear.</i>
If you don't understand ask them to repeat	<i>Sorry could you say that again?</i>
Clarify or check information	<i>How much was it again? So Thursday at 2pm. Is that correct?</i>
Close the conversation or respond to the closing	<i>Ok then. Thanks very much. Will see you on Thursday. Bye.</i>

5. Now, with a partner make your own call to the tradesperson.

The teacher will use a checklist to assess you. They will also ask you to reflect on your performance after the conversation.

Task B: Assessor Checklist – Calling a Tradesperson

22485VIC Certificate II in EAL (Access) VU22601 Participate in simple conversations and transactions Element 2: Make requests and respond to complete short everyday transactions		Name: _____ Date: _____
Role-play situation: _____ Partner: _____		
Performance criteria	Observations & learner evidence	Satisfactory Y/N
2.1 Initiate a transaction about goods and services using appropriate expressions		
2.2 Respond to requests for background information or explanation as required Note: Student responds appropriately and recognises conversational cues		
2.3 Ask for and provide restatement, clarification and suggestion as required		
2.4 Close, or respond to closing the conversation		
Reflection with support - Teacher asks questions and records student responses:		
2.5 Reflect on participation in the transaction		
How do think you went in the conversation?		
What were your strengths?		

Is there an area that you could work on? i.e. stating opinion, asking open questions, intonation	
2.6 Determine strategies required to improve performance	
What could you do to differently next time?	
What strategies could help you to improve? (give examples)	
Comments:	
Recording link if applicable	
<p style="text-align: center;"> <input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required </p> <p> Student signature: _____ Date: _____ </p> <p> Assessor signature: _____ Date: _____ </p>	

Marking Guide VU22601

In order to complete tasks for VU22601 satisfactorily, the learner must have done the following:

Task B Calling a Tradesperson VU22601 Element 2

Refer to the assessor checklist for required skills and knowledge expected to be produced.

Task B: Assessor Checklist – Calling a Tradesperson

Marking Guide Sample Answers

22485VIC Certificate II in EAL (Access) VU22601 Participate in simple conversations and transactions Element 2: Make requests and respond to complete short everyday transactions		Name: Date:
Role-play situation: Leaking tap – Plumber Partner: Shan		
Performance criteria	Observations & learner evidence	Satisfactory Y/N
2.1 Initiate a transaction about goods and services using appropriate expressions	Hello. My name is _____. I have a leaky tap. Are you available to come and fix it?	Y
2.2 Respond to requests for background information or explanation as required Note: Student responds appropriately and recognises conversational cues	It's in the kitchen. It's dripping quite a lot onto the floor. It started slowly a few weeks ago but got bad yesterday	Y
2.3 Ask for and provide restatement, clarification and suggestion as required	I live in Sunshine... yeah Sunshine. Harvester Rd. Yes, 21. So you'll come tomorrow at 10, is that right?	Y
2.4 Close, or respond to closing the conversation	Ok. Will see you tomorrow. Thanks. Bye.	Y
Reflection with support - Teacher asks questions and records student responses:		
2.5 Reflect on participation in transaction		
How do think you went in the conversation?	Well, I think I was understood.	
What were your strengths?	I stated the problem and negotiated a time.	

Is there an area that you could work on? i.e. stating opinion, asking open questions, intonation	Listening and responding to the other person. Sometimes I don't understand them.
2.6 Determine strategies required to improve performance	
What could you do to differently next time?	Ask them to repeat more. Extend the conversation a little.
What strategies could help you to improve? (give examples)	Practice the conversation more. Practice pronunciation of common words and phrases.
Comments:	
Recording link if applicable:	
<p style="text-align: center;"> <input type="checkbox"/> Satisfactory <input type="checkbox"/> More evidence required </p> <p> Student signature: _____ Date: _____ </p> <p> Assessor signature: _____ Date: _____ </p>	