

## **22485VIC Certificate II in EAL (Access)**

### **VU22602**

#### **Give and respond to simple spoken information and directions**

##### **Assessment Tools for this unit include:**

Element 1: Identify the main features of simple informational spoken text

[Task A: Melbourne for free](#)

Element 2: Convey simple spoken information on a personal and familiar topic

[Task B: Give a small talk](#)

Element 3: Follow simple everyday spoken instructions or directions

[Task C: How to recycle](#)

Element 4: Give a set of simple spoken instructions or directions

[Task D: Giving instructions – How to...](#)

##### **Assessment Tools include:**

Competency Mapping

Instructions for the Assessor

Student Instructions

Assessment Task

Marking Guide



22485VIC Certificate II in EAL (Access)

VU22602 Give and respond to simple spoken information and directions

Element 1: Identify the main features of simple informational spoken text

**Task A: Melbourne for free**

**Competency Mapping:**

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task A: Melbourne for free	<p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use simple strategies to seek clarification.</li> </ul> <p><b>Initiative and Enterprise</b></p> <ul style="list-style-type: none"> <li>Reflect on own listening performance and identify ways to develop skills.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Use a range of learning/communication technologies to communicate in English and develop skills.</li> </ul>	<p>Identify the main features of simple informational spoken text</p> <p>Element 1 PC 1.1, 1.2, 1.3, 1.4, 1.5</p>	<ul style="list-style-type: none"> <li>vocabulary exchange information about familiar personal, community, social and topical issues i.e. environment, simple current events</li> <li>simple sentence structures</li> <li>simple questions</li> <li>a range of common high frequency verb tenses and forms, including simple reported</li> <li>a range of modals and modal forms (positive and negative),</li> <li>a range of common phrasal verbs</li> <li>a range of conjunctions</li> <li>a range of high frequency discourse markers and cohesive devices</li> <li>adjectives, adverbs and some adverbial phrases,</li> <li>prepositions and prepositional phrases</li> <li>some awareness of how tone, stress and intonation modify meaning</li> <li>mostly intelligible pronunciation</li> </ul> <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>some awareness of register</li> </ul>	<ul style="list-style-type: none"> <li>Identify context and topic</li> <li>Simple informational texts</li> <li>Identify main ideas, supporting information or details</li> <li>Note tone</li> <li>Express an opinion on issues raised</li> </ul>	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> <li>use routine conventions and linguistic knowledge to obtain essential information on familiar or expected matters either in face-to-face situations or from recorded information</li> </ul> <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> <li>observation of face-to-face or telephone communications</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.

## Instructions for the Assessor

### **22485VIC Certificate II in EAL (Access)**

VU22602 Give and respond to simple spoken information and directions

Element 1: Identify the main features of simple informational spoken text

**TASK A      Melbourne for free      VU22602      Element 1**

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

- Inform the students that you will be assessing their listening skills for this element.
- This assessment will involve listening to a recording and answering the questions on the worksheet.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will have listened to various informational oral texts
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment, hearing impaired may need to have the teacher read the script to them

#### **Prepare assessment tools**

- Instructions for the learner are to be given orally
- Copies of worksheet for each student
- Class dictionaries, personal dictionaries available for students to refer to
- A recording of the informational text (preferred and is provided)

#### **Conducting the assessment**

1. It is advisable to record the assessment or use the provided recording for consistency.
2. Explain to the learners what they will have to do: Listen to a recording and answer the questions on the worksheet.
3. They will hear the text several times in order to answer the questions.
4. Hand out the student worksheets and allow time for the student to check vocabulary and to familiarise themselves with the information they are listening for.
5. Play the recording several times. Allow time between each playing so that students can record information.
6. Assessor collects worksheet from the students to place in their portfolio.
7. Play through recording again & discuss answers.

## **Student Instructions**

**TASK A      Melbourne for free      VU22602      Element 1**

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

- Today, you are being assessed on your listening skills.
- This listening task is of an informational text.
- You will hear a recording of the text several times and must answer the questions on the worksheet
- Read through the worksheet. Check if you are unsure of anything.
- First listen to the recording.
- Listen again and answer the questions on the worksheet. Don't worry if you don't answer them all as the teacher will play it again.
- On the final playing listen and check your answers
- Make sure your name and date has been placed on your sheet
- Hand in to the assessor. The assessor will talk to you about your answers.
- Your task will be placed in your portfolio.

**TASK A      Melbourne for free      VU22602      Element 1**

It is recommended that the teacher use the recording provided with the assessment bank or make a recording of the transcript to use when administering the assessment task.

**Transcript:**

**'Melbourne for Free'**

Did you know that not everything in Melbourne costs money and there are lots of free things to do!

The City Circle tram is free for everyone and a great way to see Melbourne. It goes around the outskirts of the city and you can get on and off as you choose. One of the places you can choose is the Immigration Museum in Flinders Street which is housed in the old Custom House and is free for concession card holders, as are all Melbourne museums.

Along the road at Federation Square is the Ian Potter Gallery and the ACMI Centre. These both have free admission and are essential viewing for the art and film lover.

A short walk along St. Kilda Road leads to the Shrine of Remembrance which commemorates Australia's war dead. The nearby Botanic Gardens are an attraction for garden lovers and picnickers.

On the way back to Flinders Street you can also visit the National Arts Gallery and Southbank. A wander along the Yarra River on a beautiful Melbourne day is well worth it!

Every part of Melbourne has something exciting and free to offer. Whether it is the beautiful arcades and funky laneways or just window shopping in Myer, there is something for everyone.

**TASK A      Melbourne for free      VU22602      Element 1**

**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Listen to the information text. Answer the following questions:

1. What is this talk about? (✓ tick the correct answer)

- Transport in Melbourne
- Weather in Melbourne
- Free activities in Melbourne
- Melbourne schools

2. Where might you hear this talk? (✓ tick the answer/s )

- in an interview
- on a travel show
- in a conversation

3. List three things in Melbourne which do not cost money:

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4. Where is the Immigration Museum? Who is it free for?

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5. Think about the tone and language of the text. How do you think the speaker feels about Melbourne. Give at least two examples.

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6. Do any of these activities interest you? Why? Why not?

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Satisfactory

More evidence required

Comments/feedback:

Student's Signature:

Date:

Assessor's Signature:

Date:

## **Marking Guide VU22602**

In order to complete tasks for VU22602 satisfactorily, the learner must have done the following:

### **TASK A      Melbourne for free      VU22602      Element 1**

This assessment looks at the student's ability to listen and understand an informational oral text:

Question 1 & 2 need to be ticked appropriately and demonstrate an understanding of the context and topic. It is expected this would be answered correctly (1.1).

Question 3 requires the student to listen and list the main ideas or information from the text. This must be completed correctly (1.2).

Question 4 requires a simple short answer that will demonstrate understanding of supporting information (1.3).

Question 5 requires a simple short answer that will demonstrate an understanding of the text through the use of language and tone (1.4).

Question 6 requires the student to express an opinion on the information as they understand it (1.5).

## TASK A – VU22602

## Marking Guide

### Element 1 – Identify the main features of a simple informational oral text.

Name of learner: \_\_\_\_\_ Date: \_\_\_\_\_

Listen to the information text. Answer the following questions:

1. What is this talk about? (✓ tick the correct answer)

- Transport in Melbourne
- Weather in Melbourne
- Free activities in Melbourne
- Melbourne schools

2. Where might you hear this talk? (✓ tick the answer/s )

- in an interview
- on a travel show
- in a conversation

3. List three things in Melbourne which do not cost money:

City Circle Tram, Melbourne Museum, Immigration Museum, ACMI, Fed Square, National Arts Gallery, Ian Potter Gallery, Botanical Gardens, Shrine of Remembrance, Window Shopping, Yarra River, Southbank, Funky laneways and arcades – **any three**

4. Where is the Immigration Museum? Who is it free for?

Flinders St (in the old Customs House) is free for concession card holders

5. Think about the tone and language of the text. How do you think the speaker feels about Melbourne. Give at least two examples.

They like it, positive voice, sounds excited and happy, thinks there is a lot to do. Uses words like beautiful, exciting, funky – answers will vary

5. Do any of these activities interest you? Why? Why not?

Student's opinion – answers will vary

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VU22602 Give and respond to simple spoken information and directions

Element 2: Convey simple spoken information on a personal and familiar topic

**Task B: Give a small talk**

## Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task B: Give a small talk	<p><b>Planning and Organising</b></p> <ul style="list-style-type: none"> <li>Plan and organise a simple talk and plan</li> <li>Draft and proofread simple texts. Use planning and reviewing strategies.</li> <li>Organise required learning materials and resources.</li> </ul> <p><b>Initiative and Enterprise</b></p> <ul style="list-style-type: none"> <li>Reflect on own speaking performance and identify ways to develop skills.</li> </ul>	<p>Convey simple spoken information on a personal and familiar topic</p> <p>Element 2 PC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	<ul style="list-style-type: none"> <li>vocabulary exchange information about familiar personal, community, social and topical issues i.e. environment, simple current events</li> <li>simple sentence structures</li> <li>a range of common high frequency verb tenses and forms, including simple reported speech</li> <li>a range of modals and modal forms (positive and negative)</li> <li>a range of common phrasal verbs</li> <li>a range of conjunctions</li> <li>a range of high frequency discourse markers and cohesive devices</li> <li>adjectives, adverbs and some adverbial phrases</li> <li>prepositions and prepositional phrases</li> <li>some awareness of how tone, stress and intonation modify meaning</li> <li>use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution</li> </ul> <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>politeness conventions in conversation,</li> <li>some awareness of register</li> </ul> <p>Required Numeracy Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>everyday numbers in familiar instructions and directions (depending on chosen topic)</li> </ul>	<ul style="list-style-type: none"> <li>Prepare to convey information</li> <li>Personal and familiar topics</li> <li>Simple cohesive devices</li> <li>Convey information clearly</li> <li>Awareness of audience</li> <li>Reflect on performance</li> <li>Strategies to improve performance</li> </ul>	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> <li>use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> <li>obtain essential information on familiar or expected matters either in face-to-face situations or from recorded information</li> <li>communicate about a range of topics e.g. family, interests, work, community, or current events</li> <li>express opinions, attitudes and provide reasons and explanation</li> <li>use a range of strategies to communicate</li> <li>reflect on own learning and identify ways to develop skills with assistance</li> </ul> </li> </ul> <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> <li>observation of face-to-face</li> <li>self assessment of performance</li> <li>additional spoken questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication</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.

## Instructions for the Assessor

### 22485VIC Certificate II in EAL (Access)

VU22602 Give and respond to simple spoken information and directions

Element 2: Convey simple spoken information on a personal and familiar topic

#### **TASK B      Give a small talk      VU22602      Element 2**

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

- This assessment task contains a set of assessment cards. Cards A and B – City/ Suburb or Self / Family.
- Inform the students that you will be assessing their speaking skills for this unit.
- This assessment requires the student to give a short talk on a straightforward topic. The talk will be observed and/ or recorded by the teacher/assessor
- Prepare the students with similar activities and tasks prior to assessing i.e. students have listened to and practiced similar short talks in similar 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 task cards and drafting tools for students
- Copies of student reflection sheet and 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, iPad or computer

##### **Conducting the assessment**

1. Hand out the student task cards and explain that they can choose which task they would like to do. Each card has details of the information they will be required to give.
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 give a short informational talk on a personal and familiar topic. You will plan, draft, prepare visual prompts, rehearse and then present your short talk to the class.

4. Remind students to think about tone, attitude, register and the formality of the talk. Conventions of informational texts should be presented by the teacher.
5. Allow the student sufficient time to prepare for the assessment. This includes time to plan, draft, write and re-write talk, prepare visual prompts and supporting documents.
6. Allow the student to use the classroom environment to display visual prompts and supporting documents for their talk. This could include the provision of accessible multimedia for PowerPoint, photos, etc.
7. When student is ready instruct them to commence their short informational talk. Record if possible.
8. The assessor observes and/ or listens to the recording and records on TASK B – ASSESSOR CHECKLIST
9. Student completes a reflection sheet after the talk or during the feedback discussion with teacher.
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 B Give a small talk VU22602 Element 2

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 choose your topic then plan, research, draft, write, prepare visual prompts, rehearse and revise your talk.
- Remember to use your voice to convey attitude.
- You have 2 cards/topic areas to choose from. First read the two cards carefully and choose **one**.
- On your card are important pieces of information you may need to include.
- You will have time in class to prepare
- When you are ready let the assessor know. You may be recorded to help the assessor and for you to evaluate your own performance.
- The teacher will get you to complete a worksheet to reflect on your performance.
- The teacher will talk to you about your talk and your performance.
- Your task will be collected by the assessor and placed in your portfolio.

### TASK B Give a small talk VU22602 Element 2

#### SET OF CARDS - Choose either Card A or Card B

You will have time in class to think about, choose a topic, prepare, collect information, draft and rehearse your talk over several weeks. After your talk you will reflect on your performance with your teacher and complete a short checklist.

#### **CARD A Small Information Talk – Melbourne or the suburb you live in**

Information will include:

- Good things
  - Bad things
  - Who lives there? For how long?
  - Places to visit
  - Likes / Dislikes
  - Visual prompts – photos, maps
  - Other:
-



**CARD B Small Information Talk – Self and family**

Information will include:

- Personal information about your self
- Where you live and for how long
- Cultural and language background
- Details about your family
- Places you have lived
- Likes/Dislikes
- Visual prompts - photos

Other: \_\_\_\_\_

**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Complete the following to complete this task:**

- Choose a topic and confirm it with your teacher.
- Plan your talk and draft it using the dot points on the task card as possible key words.
- Then write notes to prompt during your talk.
- You may write a draft if you find that easier.
- Select and order information using *time sequence phrases* like first, then, after that, next, finally etc.

**Topic:** \_\_\_\_\_

Confirm your topic with your teacher before starting your plan and draft.

**Audience:** \_\_\_\_\_

**Notes:**

Use the note cards to jot down key words and points you want to cover in your talk (use the task card to give you an idea of key words). These can act as a prompt during your talk.

**An example for Card A:**

**Talk on *my suburb***

Key Words: good points

Points:

- Close to public transport
- Convenient
- Central to everything
- Multicultural

## Note cards

**Introduction:**

Topic:

Outline of talk:

Key Words:

Points:

Key words :

Points:

Key words :

Points:

Key words :

Points:

**Conclusion :**

Concluding sentence:

Thank:

Invite questions:

**4. Write down some visual prompts or supporting documents that you could use for your talk:**

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**5. Practise your talk. You can use your cue cards as a guide or prompt but you MUST NOT just read from the cue cards**

**TASK B Student Reflection****VU22602 Element 2**

Name of learner: \_\_\_\_\_

Date: \_\_\_\_\_

Topic of talk \_\_\_\_\_

<b>Answer these questions to reflect on your short talk performance:</b>	
Are you happy with your performance?	Yes / No
Did you prepare well?	Yes / No
Did you speak clearly and were you understood?	Yes / No
Did you use pictures or visuals?	Yes / No
Did you look at the audience?	Yes / No
Write two things that you think you did well in the short talk:	
Write two things that you think you could improve:	
Did you discuss your performance with your teacher?	Yes / No
Write one comment that your teacher made about your performance:	
Write one strategy that you discussed with your teacher to improve your performance:	

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**TASK B Assessor Checklist**

**VU22602 Element 2**

<b>22485VIC Certificate II in EAL (Access)</b> <b>VU22602</b> Give and respond to simple spoken information and directions <b>Element 2:</b> Convey simple spoken information on a personal and familiar topic		Name:  Date:
<b>Context : Student conveys simple information in a talk on a personal or familiar topic. It is advisable to record the talk.</b>		
<b>Card used: Card A / Card B</b>		<b>Topic:</b> _____
Performance criteria	Observations & learner evidence	Satisfactory Y/N
<b>2.1 Prepare to convey information on a personal and familiar topic</b>  Note: chooses area of interest and then topic, gathers information on topic and prepares it for a small talk, drafts talk, checks pronunciation, prepares visual aids.		
<b>2.2 Sequence information into short statements linked by <i>simple cohesive devices</i></b>  Note: Intro to closing. Introduce topic early in talk. Use devices i.e.first, next, then, and, but, finally etc.		
<b>2.3 Convey information clearly and coherently</b>  Note: uses generally intelligible pronunciation stress & intonation and an audible voice. Effective use of paralinguistics to convey meaning Information is structured with linking devices. Visual aids may be used to support		
<b>2.4 Demonstrate awareness of audience</b>  Note: looks at audience, asks for and takes questions, outlines the topic in introduction to talk		
<b>2.5 Reflect on own performance</b> Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.		

<p><b>2.6 Determine <i>strategies</i> required to improve performance</b></p> <p>Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>		
<p><b>General comments/feedback:</b></p>		
<p><b>Recording link:</b></p>		
<p> <input type="checkbox"/> <b>Satisfactory</b>                                  <input type="checkbox"/> <b>More evidence required</b> </p> <p> <b>Student signature:</b> _____ <b>Date:</b> _____         </p> <p> <b>Assessor signature:</b> _____ <b>Date:</b> _____         </p>		

## Marking Guide VU22602

### Element 2

The focus of this task is speaking and the ability to convey simple spoken information on a personal and familiar topic through a short talk. In order to complete the task for VU22602 satisfactorily, the learner should show examples of the following.

#### **TASK B      Give a small talk      VU22602      Element 2**

The content of the text will vary according to the student. Check the evidence guide to ensure required evidence is met.

Small personal familiar talks should:

- Be prepared adequately
- Establish context early in the talk, giving sufficiently detailed information
- Use strategies to clarify misunderstandings or ambiguous points
- Respond to questions appropriately providing the information required
- Convey information as well as opinion using simple descriptions – uses appropriate vocabulary, range of sentence structures, verb tenses, adjectives, personal and possessive pronouns, body language
- Ability to express feeling with tone, stress and intonation
- Conveys a limited range of colloquial and idiomatic expressions as well as some understanding of Australian society and values
- should not be read from a script



**TASK B Give a small talk VU22602 Element 2 Assessor Checklist**

**Sample Marking Guide**

<p><b>22485VIC Certificate II in EAL (Access)</b>  <b>VU22602 Give and respond to simple spoken information and directions</b>  <b>Element 2: Convey simple spoken information on a personal and familiar topic</b></p>	<p>Name:  Date:</p>	
<p><b>Context : Student conveys simple information in a talk on a personal or familiar topic. It is advisable to record the talk.</b></p>		
<p><b>Card used: Card A <span style="border: 2px solid red; border-radius: 50%; padding: 2px;">Card B</span> Topic: Family</b></p>		
Performance criteria	Observations & learner evidence	Satisfactory Y/N
<p>2.1 Prepare to convey information on a personal and familiar topic</p> <p>Note: chooses area of interest and then topic, gathers information on topic and prepares it for a small talk, drafts talk, checks pronunciation, prepares visual aids.</p>	<p>Student chose topic: Family</p> <p>Completed Drafting Tool</p> <p>Student used a PowerPoint to display photos</p>	<p>Y</p>
<p>2.2 Sequence information into short statements linked by <i>simple cohesive devices</i></p> <p>Note: Intro to closing. Introduce topic early in talk. Use devices e.g./ first, next, then, and, but, finally etc.</p>	<p>Used sequencing words then, after that, stated dates of events as well to indicate order</p> <p>Introduced topic in first sentence and had topic on ppt.</p>	<p>Y</p>
<p>2.3 Convey information clearly and coherently</p> <p>Note: uses generally intelligible pronunciation, stress &amp; intonation and an audible voice. Effective use of paralinguistics to convey meaning Information is structured with linking devices. Visual aids may be used to support</p>	<p>Powerpoint used</p> <p>Pronunciation was clear and audible</p> <p>Appropriate language</p> <p>Talked for about 2 minutes</p>	<p>Y</p>

<p><b>2.4 Demonstrate awareness of audience</b></p> <p>Note: looks at audience, asks for and takes questions, outlines the topic in introduction to talk</p>	<p>Looked at audience throughout</p> <p>Took 4 questions at the end of the talk</p> <p>Took one question during the talk asking for clarification of information</p>	<p>Y</p>
<p><b>2.5 Reflect on own performance</b></p> <p>Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>	<p>Completed reflection checklist – attached</p> <p>Discussed this with teacher</p>	<p>Y</p>
<p><b>2.6 Determine <i>strategies</i> required to improve performance</b></p> <p>Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>	<p>Ss said they need to prepare better notes next time to make sure they sequence the talk correctly.</p>	<p>Y</p>
<p><b>General comments/feedback:</b></p>		
<p><b>Recording link:</b></p>		
<p style="text-align: center;"> <input checked="" type="checkbox"/> <b>Satisfactory</b>                                          <input type="checkbox"/> <b>More evidence required</b> </p> <p> <b>Student signature:</b> _____ <b>Date:</b> _____         </p> <p> <b>Assessor signature:</b> _____ <b>Date:</b> _____         </p>		

22485VIC Certificate II in EAL (Access)

VU22602 Give and respond to simple spoken information and directions

Element 3: Follow simple everyday spoken instructions or directions

**Task C: How to recycle**

**Competency Mapping:**

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task C: How to Recycle	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Follow/give simple spoken instructions</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with other class/group members.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use simple strategies to seek clarification</li> </ul>	<p>Follow simple everyday spoken instructions or directions</p> <p>Element 3 PC 3.1, 3.2, 3.3, 3.4</p>	<ul style="list-style-type: none"> <li>vocabulary exchange information about familiar personal, community, social and topical issues</li> <li>simple sentence structures</li> <li>simple questions</li> <li>a range of common high frequency verb tenses and forms</li> <li>a range of modals and modal forms (positive and negative)</li> <li>a range of common phrasal verbs</li> <li>a range of conjunctions</li> <li>a range of high frequency discourse markers and cohesive devices</li> <li>adjectives, adverbs and some adverbial phrases</li> <li>prepositions and prepositional phrases</li> <li>paralinguistic features of conversations and transactions to support understanding and communication</li> <li>some awareness of how tone, stress and intonation modify meaning</li> <li>use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution</li> </ul> <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>politeness conventions in conversation,</li> <li>some awareness of register</li> </ul>	<ul style="list-style-type: none"> <li>Context and purpose of simple spoken instructions or directions</li> <li>Simple cohesive devices</li> <li>Recall key information</li> <li>Request repetition and clarification</li> </ul>	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> <li>use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> <li>obtain essential information on familiar or expected matters either in face-to-face situations or from recorded information</li> <li>communicate about a range of topics e.g. family, community</li> <li>express opinions, attitudes and provide reasons and explanation</li> <li>use a range of strategies to communicate</li> <li>reflect on own learning and identify ways to develop skills with assistance</li> </ul> </li> </ul> <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> <li>observation of face-to-face role plays</li> <li>additional spoken questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication</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.

## Instructions for the Assessor

### **22485VIC Certificate II in EAL (Access)**

VU22602 Give and respond to simple spoken information and directions

Element 3: Follow simple everyday spoken instructions or directions

#### **TASK C      How to recycle                      VU22602      Element 3**

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

- Inform the students that you will be assessing their listening skills for this element.
- This assessment will involve listening to a recording and answering the questions on the worksheet.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will have listened to various oral directions and instructional texts.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment, hearing impaired may need to have the teacher read the script to them

#### **Prepare assessment tools**

- Instructions for the learner are to be given orally
- Copies of worksheet for each student
- Class dictionaries, personal dictionaries available for students to refer to
- A recording of the assessment (preferred)
- Photocopy of activity for pair work that gives students the opportunity to ask for and respond to repetition and clarification. Cut the respective parts of the activity so you can give each part to each student and it is conducted as a speaking and listening activity.

#### **Conducting the assessment**

1. It is advisable to record or use the recording of the assessment for consistency.
2. Explain to the learners what they will have to do: Listen to a recording and answer the questions.
3. They will hear an initial recording to contextualise the task and then it will be replayed several times to answer the questions & check their answers.
4. Hand out the student worksheets and allow time for the student to check vocabulary and to familiarise themselves with the information they are listening for.
5. Play the recording several times. Allow time between each playing so that students can record information.
6. Give the instruction activity to the students to complete with a partner. The

student must take turns to give and follow instructions to complete the task. Make sure you tell the students to ask for repetition or clarification if they require it. Record their ability to ask for repetition or clarification if they require it in the teacher checkbox.

7. Assessor collects worksheet from the students to place in their portfolio.
8. Play through recording again & discuss answers.

## Student Instructions

**TASK C      How to recycle                      VU22602      Element 3**

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

- Today, you are being assessed on your listening skills.
- This listening task is a conversation that conveys instructions.
- You will hear a recording of the informational text several times and must answer the questions on the worksheet.
- First listen to the recording.
- Read through the worksheet. Check if you are unsure of anything.
- Listen again and answer the questions on the worksheet. Don't worry if you don't answer them all as the teacher will play it again.
- On the final playing listen and check your answers.
- The teacher will then give you an activity to complete with a partner. You must give and follow the instructions to complete the task. Make sure you ask for repetition or clarification if you require it.
- Make sure your name and date has been placed on your sheet.
- Hand in to the assessor. The assessor will talk to you about your answers
- Your task will be placed in your portfolio.

**TASK C How to recycle****VU22602 Element 3**

It is recommended that the teacher use the recording provided with the assessment bank or make a recording of the transcript to use when administering the assessment task.

**How to recycle – Transcript:**

Clare	Oh, Hi Ahmed. How are you today?
Ahmed	Hi Clare. I'm fine. How about you?
Clare	Good! I'm just putting the rubbish out.
Ahmed	Rubbish? But that's your recycling bin!
Clare	Is it? I've always put my everyday rubbish in here.
Ahmed	No, no, no! You shouldn't do that! The bin with the yellow lid is only for your recycling. You need to use the bin with the red lid for your rubbish.
Clare	Oh really? I didn't know that. Are rubbish and recycling different?
Ahmed	Yes. Rubbish goes to landfill. But we can use many things again, and we can recycle them.
Clare	So what can I recycle?
Ahmed	You can recycle paper, cardboard, aluminium tins, glass jars and bottles, cartons and milk bottles and other plastics.
Clare	Oh great! I've got lots of plastic bags that I can recycle!
Ahmed	Oh no! You mustn't put plastic bags into the recycling bin. Not all plastic can be recycled.
Clare	So how can I know what plastic is rubbish and what is recycling?
Ahmed	There are symbols on the bottom of bottles that can be recycled. They look like this.
Clare	So that's what those funny arrows mean!
Ahmed	Yes. So when you recycle plastic, first check for the recycling symbol. Then rinse items that can be recycled and after that you can put them into your recycling bin. If you're not sure, you can ring the council and ask for an information book about how to recycle.
Clare	Well Ahmed. That's all great to know. Thank you so much for explaining that to me.
Ahmed	You're welcome. See you next time we put out our recycling!
Clare	And our rubbish!



**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Listen to the conversation and answer the following questions**

1. Where did Clare and Ahmed see each other? (✓ Tick the correct answer)
  - in the street
  - in a café
  - at the shops
  - at school
  
2. What are Clare and Ahmed talking about? (✓ Tick the correct answer)
  - where to put rubbish bins out
  - when to put recycling out
  - how to recycle and what to recycle
  - what day the recycling and rubbish collection is
  
3. Ahmed gave Clare instructions about recycling types of plastic:
  - a. Fill in the sequence words missing from two of the instructions.
  - b. Then, number the boxes to put the instructions into the correct order.
  - \_\_\_\_\_ you can put them into your recycling bin.
  - Check for the recycling symbol.
  - \_\_\_\_\_ rinse items that can be recycled.
  
4. Name three different things Ahmed instructs Clare she can recycle:  
\_\_\_\_\_  
\_\_\_\_\_

5. What mustn't Clare put into her recycling bin?

---

6. Where can Clare get more information about recycling?

---

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7. **Activity**

Work with another student. Your teacher has an activity where you need to follow instructions. One person gives instructions and the other follows, then reverse roles. Your teacher will observe you following the instructions.

**Teacher only:**

Student followed instructions.

Student sought clarification or repetition as required.

Example of student clarification:

---

---

Satisfactory

More evidence required

Comments/feedback:

Student's Signature:

Date:

Assessor's Signature:

Date:

## 7. Activity – Pair work – Seeking repetition and clarification

**Student A: Read these instructions for a partner to follow – Recycling**

- Go to Start : Write your suburb in CAPITAL LETTERS
- Go 1 square right : Draw something you could put in the compost bin for the garden
- Go 3 squares down : Write the day your rubbish is collected
- Go 2 square left : Write how often your rubbish is collected
- Go 1 square up : Write the number of wheelie bins you have
- Go 3 squares right : Tick the box if you recycle, put a cross if you don't
- Go 2 squares up : Tick the box if you belong to Maribyrnong council, put a cross if you don't
- Go 3 squares left : Write where you put your bins on collection day
- Go 1 square down : Write your house or flat number
- Go 1 square right : Draw a plastic thing you recycle.
- Go 2 square down : Draw a plastic thing you can't recycle.
- Go 2 squares right : Write the number of wheels on your wheelie bin.
- Go 2 squares up : Draw the recycling symbol.
- Go 1 square left : Can you recycle milk bottles? Write YES or NO
- Go 1 square down : Write something you put in your garbage bin.
- Go 1 square left : Write how often your recycling bin is collected

**Student B: Follow the instructions given by your partner to complete this table**

	Start		



**Student A: Follow the instructions given by your partner to complete this table**

	<b>Start</b>		
		Yes / No	

**Student B: Read these instructions for a partner to follow – Recycling**

- Go to Start : Write your postcode
- Go 1 square right : Draw a wheelie bin
- Go 3 squares down : Do you use your recycling bin? Please circle
- Go 2 square left : Write the day that your bins are collected
- Go 1 square up : Draw something you can put in your recycling bin
- Go 3 squares right : Write something you can't put in your recycling bin
- Go 2 squares up : Write the name of your local council
- Go 3 squares left : Draw something you put in your regular bin
- Go 1 square down : Write the colour of your recycling bin lid
- Go 1 square right : Write the colour of your regular bin lid
- Go 2 square down : Put an 'X' in the box if you put your bins out. If someone else at your house puts the bins out put a '✓'
- Go 2 squares right : Can you recycle newspapers? Write YES or NO
- Go 2 squares up : Draw the recycling symbol you can find on plastic things
- Go 1 square left : Write the name of the place where rubbish goes
- Go 1 square down : Draw a smiley face for recycling
- Go 1 square left : Write the date when your recycling and rubbish will be next collected (dd/mm/yyyy)

## Marking Guide VU22602

In order to complete tasks for VU22602 satisfactorily, the learner must have done the following:

### **TASK C      How to recycle                      VU22602      Element 3**

Questions 1, 2 need to be ticked appropriately. These questions contain the context and purpose of the instructions. It is expected that these answers would be answered correctly. (3.1)

Question 3 requires the student to order the instructions given (3.2) and complete a cloze activity with the missing sequence markers (3.3).

Questions 4-6 require short answers which demonstrates an understanding of key information about the process explained and how the instructions should be followed (3.3).

Question 7 – Activity. This is a separate classroom activity in which students will engage in a learning activity with a classmate to give and follow instructions. The teacher will observe the student following the instructions and complete the checklist to meet this outcome (3.4).

**Task C**    **How to recycle**    **VU22602**    **Element 3** **Marking Guide**

**Listen to the conversation and answer the following questions**

**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Where did Clare and Ahmed see each other? (✓ Tick the correct answer)

- in the street
- in a café
- at the shops
- at school

2. What are Clare and Ahmed talking about? (✓ Tick the correct answer)

- where to put rubbish bins out
- when to put recycling out
- how to recycle and what to recycle
- what day the recycling and rubbish collection is

3. Ahmed gave Clare instructions about recycling types of plastic:

- a. Fill in the sequence words missing from two of the instructions.
- b. Then, number the boxes to put the instructions into the correct order.

**3** **After that** you can put them into your recycling bin.

**1** Check for the recycling symbol.

**2** **Then** rinse items that can be recycled

4. Name three different things Ahmed instructs Clare she can recycle:

**paper, cardboard, aluminium tins, glass jars and bottles, cartons and milk bottles and other plastics (*any three*)**

5. What mustn't Clare put into her recycling bin?

Plastic bags and rubbish

6. Where can Clare get more information about recycling?

Call the council

7. **Activity**

Work with another student. Your teacher has some role play cards about situations where you need to follow instructions. One person gives instructions and the other follows. Your teacher will observe you following the instructions.

**Teacher only:**

Student followed instructions.

Student sought clarification or repetition as required.

Example of student clarification:

Sorry, did you say.... , Could you repeat that please,

Was that one square to the left?

Satisfactory

More evidence required

Comments/feedback:

Student's Signature:

Date:

Assessor's Signature:

Date:



22485VIC Certificate II in EAL (Access)

VU22602 Give and respond to simple spoken information and directions

Element 4: Give a set of simple spoken instructions or directions

**Task D: Giving instructions – How to...**

## Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task D: Giving instructions – How to.....	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Follow/give simple spoken instructions</li> <li>Recognise and use non-spoken communication strategies.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Use simple strategies to seek clarification.</li> </ul> <p><b>Initiative and Enterprise</b></p> <ul style="list-style-type: none"> <li>Reflect on own listening performance and identify ways to develop skills.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Use a range of learning/communication technologies to communicate in English and develop skills.</li> </ul>	<p>Give a set of simple spoken instructions or directions</p> <p>Element 4 PC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>	<ul style="list-style-type: none"> <li>vocabulary exchange information about familiar personal, community and social issues</li> <li>simple sentence structures</li> <li>a range of common high frequency verb tenses and forms, including simple reported speech</li> <li>a range of modals and modal forms (positive and negative)</li> <li>a range of common phrasal verbs</li> <li>a range of conjunctions</li> <li>a range of high frequency discourse markers and cohesive devices</li> <li>adjectives, adverbs and some adverbial phrases</li> <li>prepositions and prepositional phrases</li> <li>paralinguistic features of conversations and transactions to support understanding and communication</li> <li>some awareness of how tone, stress and intonation modify meaning</li> <li>use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution</li> </ul> <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>politeness conventions in conversation,</li> <li>some awareness of register</li> </ul>	<ul style="list-style-type: none"> <li>Prepare to give simple spoken instructions or directions</li> <li>Convey instructions or directions clearly</li> <li>Use visual aids or other supports</li> <li>Give repetition and clarification</li> <li>Reflect on performance</li> <li>Strategies to improve performance</li> </ul>	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> <li>use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> <li>communicate about a range of topics e.g. family, work, or current events</li> <li>express opinions, attitudes and provide reasons and explanation</li> <li>use a range of strategies to communicate</li> <li>reflect on own learning and identify ways to develop skills with assistance</li> </ul> </li> </ul> <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> <li>observation of face-to-face communications</li> <li>role plays</li> <li>additional spoken questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication</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.

## Instructions for the Assessor

### **22485VIC Certificate III in EAL (Access)**

VU22602 Give and respond to simple spoken instructions and directions.

Element 4: Give a set of simple spoken instructions or directions.

## **Task D Giving instructions – How to... VU22602 Element 4**

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

- Inform the students that you will be assessing their speaking skills for this element.
- This assessment will involve preparing and then giving simple instructions for a familiar process.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will have listened to and practiced speaking using various direction and instructional texts.  
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 worksheet for each student
- Copies of Teacher's checklist to assess each student
- Class dictionaries, personal dictionaries available for students to refer to
- A device to record the student's assessment task (preferred)

### **Conducting the assessment**

1. It is advisable to record the assessment for consistency.
2. Explain to the learners what they will have to do: Prepare and then give oral instructions for a chosen familiar process.
3. The student will be able to choose the familiar process that they will give instructions or directions for. They will have time to prepare their text and any visual aids they require.
4. Then they will be asked to give their instructions orally.
5. The assessment will be recorded and/or assessed through the completion of a teacher checklist.
6. Assessor provides spoken feedback to the student on their talk.
7. Assessor places the students notes & reflection, teacher's checklist and recording, if made, in the student's portfolio

## Student Instructions

### Task D Giving instructions – How to... VU22602 Element 4

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

- Today, you are being assessed on your speaking skills.
- This speaking task is to give instructions on a familiar process.
- You will choose a topic from those provided on the assessment task or you can choose a topic yourself.
- You will have time to prepare your talk and any visual aids you may need.
- Read through the instructions. Check if you are unsure of anything.
- Prepare your talk and practice giving the instructions to a classmate
- Make sure you DO NOT just read from an entire script
- You will be asked to give your instructions in front of the class/assessor.
- Complete your assessment task then the assessor will talk to you about your performance and the teacher's checklist that they have completed.
- Your notes, reflection sheet and teacher observation sheet will be placed in your portfolio.

**Task D Giving instructions – How to... VU22602 Element 4**

**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Choose a topic from this box or think of your own:

**How to.....**

make a cup of tea	make a cup of coffee	go from the train station to....	go from school to your house	use the dishwasher
wash the dishes	use the washing machine	ride a bike	send an email	send a text message
make a call on a mobile	iron a shirt	use an ATM	top up a myki	buy a myki
make a sandwich	cook rice	cook your favourite food	mop the floor	wash a baby
or choose your own topic...				

2. Prepare your instructions by writing an outline (see below) and then practice them with a partner.
3. Prepare some concrete or visual aids including pictures, photographs, drawing, and map, PowerPoint to support your instructions and make them easier to understand.
4. Present your instructions to the teacher and your classmates.
5. Your teacher will talk to your about your assessment and ask you to reflect on your performance and determine strategies to improve it next time. They will fill this information in on a checklist and discuss it with you.

**Don't forget:**

- Use the imperative form (e.g. / **Walk** straight ahead. **Wash** the rice.)
- Use sequential words (e.g. / First, then, After that, next etc.)
- Use a conditional instruction (e.g./ **If** you like sugar, put in some sugar)



**Task D Giving instructions – How to... VU22602 Element 4**

**Student Reflection**

**Name of learner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

<b>Answer these questions to reflect on your short talk performance:</b>	
Are you happy with your performance?	Yes / No
Did you prepare well?	Yes / No
Did you speak clearly and were you understood?	Yes / No
Did you use pictures?	Yes / No
Did you look at the audience?	Yes / No
Write two things that you think you did well:	
Write two things that you think you could improve:	
Did you discuss your performance with your teacher?	Yes / No
Write one comment that your teacher made about your performance:	
Write one strategy that you discussed with your teacher to improve your performance:	

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Task D Giving instructions – How to... VU22602 Element 4**  
**Assessor Checklist**

<b>22485VIC Certificate II in EAL (Access)</b> <b>VU22602</b> Give and respond to simple spoken information and directions <b>Element 4:</b> Give a set of simple spoken instructions or directions		Name:  Date:
<b>Context : Student prepares then gives a simple instructional talk on a familiar process. It is advisable to record the talk. The student chooses the topic.</b>		
<b>Topic:</b> _____		
<b>Performance criteria</b>	<b>Observations &amp; learner evidence</b>	<b>Satisfactory Y/N</b>
<b>4.1</b> Prepare to give simple spoken instructions or directions for a familiar process.  Note: chooses area of interest and then topic, gathers information on topic and prepares it for a small talk, drafts talk, checks pronunciation, prepares visual aids.		
<b>4.2</b> Give instructions or directions <b>clearly and coherently</b> .  Note: Uses imperatives and sequencing devices effectively		
<b>4.3</b> Use visual aids or other supports as required.  Note: Visual aids may be used to support and aid meaning. These can include maps, drawings, pictures, photos in real or digitalised form.		
<b>2.4</b> Repeat, re-state and clarify where needed  Note: looks at audience, asks for and takes questions, including requests for clarification.		



<p><b>2.5 Reflect on own performance</b>          Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>		
<p><b>2.6 Determine <i>strategies</i> required to improve performance</b>          Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>		
<p><b>General comments/feedback:</b></p>		
<p><b>Recording link:</b></p>		
<p> <input type="checkbox"/> <b>Satisfactory</b>                      <input type="checkbox"/> <b>More evidence required</b>  <b>Student signature:</b> _____ <b>Date:</b> _____  <b>Assessor signature:</b> _____ <b>Date:</b> _____         </p>		

## Marking Guide VU22602

### Element 4

The focus of this task is speaking and the ability to initiate and participate in a transaction. In order to complete the task for VU22602 satisfactorily, the learner should show examples of the following.

#### **Task D Giving instructions – How to... VU22602 Element 4**

The content of the text will vary according to the student. Check the evidence guide to ensure required evidence is met.

Oral instructional or directional talks should:

- Be prepared adequately
- Instructions or directions are to be clear and coherent
- Instructions or directions are to be clear and coherent
- Use of strategies to clarify misunderstandings or ambiguous points
- Respond to questions appropriately providing the information required
- Ability to express feeling with tone, stress and intonation
- Conveys a limited range of colloquial and idiomatic expressions as well as some understanding of Australian society and values
- Use strategies to reflect on performance, identify areas that can improve and determine strategies to do so

**Task D Giving instructions – How to...  
Assessor Checklist**

**VU22602 Element 4  
Sample Marking Guide**

<b>22485VIC Certificate II in EAL (Access)</b> <b>VU22602</b> Give and respond to simple spoken information and directions <b>Element 4:</b> Give a set of simple spoken instructions or directions		Name:  Date:
<b>Context : Student prepares then gives a simple instructional talk on a familiar process. It is advisable to record the talk. The student chooses the topic. Responses will vary according to topic chosen.</b>		
<b>Topic: Top up a Myki card</b>		
Performance criteria	Observations & learner evidence	Satisfactory Y/N
<b>4.1 Prepare to give simple spoken instructions or directions for a familiar process.</b>  Note: chooses area of interest , gathers information on topic and prepares for a small talk, drafts talk, checks pronunciation, prepares visual aids.	Student gathered information from internet and from personal experience and discussions with other students  Got visuals from internet Practised with another student & received feedback	Y
<b>4.2 Give instructions or directions <i>clearly and coherently</i>.</b>  Note: Uses imperatives and sequencing devices effectively	Gave a set of more than 6 instructions  Used imperatives: press the button, put your card, insert the money  Clear  Ordered correctly and used sequencing words <i>"Then you insert the notes...."</i> <i>"Next press the type of ticket you want"</i>	Y
<b>4.3 Use visual aids or other supports as required.</b>  Note: Visual aids may be used to support and aid meaning. These can include maps, drawings, pictures, photos in real or digitalised form.	Student used a PowerPoint to display photos of different parts of the procedure (copy of PowerPoint outline attached)	Y

<p>2.4 Repeat, re-state and clarify where needed</p> <p>Note: looks at audience, asks for and takes questions, including requests for clarification.</p>	<p>Made eye contact</p> <p>Took questions and checked if everyone was following at one point</p>	<p>Y</p>
<p>2.5 <i>Reflect</i> on own performance</p> <p>Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>	<p>Student completed the worksheet and then talked about this with the teacher</p>	<p>Y</p>
<p>2.6 Determine <i>strategies</i> required to improve performance</p> <p>Note: Discussion with teacher. Comments spoken or in writing. Student completes reflection worksheet with support.</p>	<p>Student said next time they would create their own visuals and make better notes to sequence information</p>	<p>Y</p>
<p><b>General comments/feedback:</b></p>		
<p><b>Recording link:</b></p>		
<p><input checked="" type="checkbox"/> <b>Satisfactory</b>      <input type="checkbox"/> <b>More evidence required</b></p> <p><b>Student signature:</b> _____ <b>Date:</b> _____</p> <p><b>Assessor signature:</b> _____ <b>Date:</b> _____</p>		