

22485VIC Certificate II in EAL (Access)

VU22603

Read and write simple personal communications and transactions

Assessment Tools for this unit include:

Element 1: Read simple personal communications

[Task A: Absent from school – Phone message](#)

Element 2: Write simple personal communications

[Task B: Absent from school – Writing an email](#)

Element 3: Read simple everyday transactional texts

Element 4: Complete simple everyday transactional texts

[Task C: Centrelink form](#)

Assessment Tools include:

Competency Mapping

Instructions for the Assessor

Student Instructions

Assessment Task

Marking Guide

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VU22603 Read and write simple personal communications and transactions

Element 1: Read simple personal communications

Task A: Absent from school – Phone message

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task A: Absent from school – Phone message	<p>Communication Locate and interpret relevant information in short, simple digital, print and visual texts.</p> <p>Problem Solving Identify important information</p> <p>Initiative and Enterprise Proofread and correct own writing and respond to feedback.</p> <p>Technology Use a range of learning/communication technologies to communicate in English and develop skills.</p>	<p>Read simple personal communications</p> <p>Element 1 PC 1.1, 1.2, 1.3</p>	<p>vocabulary and expressions for a range of everyday topics related to personal interests and interactions and community participation and transactions (e.g. work and education)</p> <p>simple sentence structures for simple, compound and complex sentences</p> <p>a limited range of adjectives and adverbs</p> <p>a limited number of adverbial phrases</p> <p>a limited number of prepositions and prepositional phrases</p> <p>a range of common high frequency tense and aspect forms to describe present, past and future</p> <p>a limited range of common phrasal verbs</p> <p>some modals and modal forms (positive and negative)</p> <p>a limited range of connectives</p> <p>a range of high frequency discourse markers and cohesive devices</p> <p>reading skills to access EAL resources online and print based</p> <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <p>some high frequency idiomatic expressions</p> <p>conventions and common text formats of letters for routine social purposes</p> <p>some understanding of register in communications</p> <p>some awareness of tone, intention and attitude of writer</p>	<p><input type="checkbox"/> Identify context and purpose</p> <p>Simple personal communications</p> <p>Specific conventions</p> <p>Important details or actions required</p>	<p>Learners must demonstrate evidence of the ability to:</p> <p>use routine conventions and linguistic knowledge to:</p> <p>read simple personal communications and everyday transactional texts on familiar topics for routine social, community, study and recreational purposes</p> <p>A range of assessment methods which may include:</p> <p>verbal questioning to establish understanding of written personal communications and transactional texts</p> <p>a portfolio containing evidence of completed written texts and responses to texts</p> <p>additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge</p>

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

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VU22603 Read and write simple personal communications and transactional texts

Element 1: Read simple personal communications

Task A Absent from school – Phone Message VU22603 Element 1

Setting up the assessment task

Inform the students that you will be assessing their reading skills for this element.

This assessment will involve reading telephone messages and answering the questions on the worksheet.

Prepare the students with similar activities and tasks prior to assessing i.e. students will read and write a range of personal letters and email messages and analyse the content.

Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment.

Prepare assessment tools

Instructions for the learner are to be given orally

Copies of the assessment task for each student

Class dictionaries, personal dictionaries available for students to refer to

Conducting the assessment

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

Student Instructions

Task A Absent from school – Phone Message VU22603 Element 1

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

Today, you are being assessed on your reading skills.

This reading task is a telephone message.

You need to read the text and answer the questions on the worksheet.

First read through the text for overall meaning.

Read through the worksheet to determine information that you need to know. Check if you are unsure of anything.

Read through the text and check for new vocab.

Read the text and work through the questions on the worksheet.

When you finish, check your answers.

Make sure your name and date has been placed on your worksheet.

Hand in to the assessor. The assessor will talk to you about your answers

Your task will be placed in your portfolio.

Task A Absent from school – Phone Message VU22603 Element 1

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

Read the telephone message and answer the following questions

A student has rung the office and left a message.

Read the telephone message and answer the questions.

Yarraville Community Centre Telephone Message	
Date: <i>22/08/14</i>	Time: <i>8:45 am</i>
For Teacher: <i>Patrick</i>	Class: <i>Certificate 2A</i>
From: <i>Bui</i>	
Message: <i>Bui is away today because his son is sick and he needs to take him to the doctor. He said he will hopefully come to class tomorrow. Please call him if there are any problems – 0422 546 789.</i>	
Signed: <i>Susan</i>	

Task A Absent from school – Phone Message VU22603 Element 1

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

1. Who did Bui call and leave a telephone message? (tick the correct answer)

- His work
- His school
- His son's school

2. Where did Bui call? (tick the correct answer)

- Yarraville Community Centre
- Wyndham Community Centre
- Duke Street Community Centre

3. Why did Bui ring the office?

4. Who is Bui's teacher?

5. What date and what time was the message taken?

6. What should the teacher do if there are any problems?

Satisfactory

More evidence required

Comments:

Student's Signature:

Date:

Assessor's Signature:

Date:

Marking Guide VU22603

In order to complete tasks for VU22603 satisfactorily, the learner must have done the following:

Task A Absent from school – Phone Message VU22603 Element 1

Questions 1, 2 need to be ticked appropriately. Question 3 requires a short answer. It is expected that these would be answered correctly. (1.1)

All questions require the student to identify and use the specific conventions of the text. 4 out of 6 should be answered correctly. (1.2)

Questions 4, 5 and 6 require a simple short answer that will demonstrate important details or actions required. Two out of three should be answered correctly. (1.3)

Task A Absent from school – Phone Message VU22603 Element 1

Marking Guide

Name of learner: _____ Date: _____

1. Who did Bui call and leave a telephone message? (tick the correct answer)

- His work
His school
 His son's school

2. Where did Bui call? (tick the correct answer)

- Yarraville Community Centre
 Wyndham Community Centre
 Duke Street Community Centre

3. Why did Bui ring the office?

To tell them that he was away from school because his son is sick.

4. Who is Bui's teacher?

Patrick

5. What date and what time was the message taken?

22 August 2013, 8:45 am

6. What should the teacher do if there are any problems?

Patrick should call Bui if there are any problems.

Satisfactory	More evidence required
Comments:	
Student's Signature :	Date:
Assessor's Signature:	Date:

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VU22603 Read and write simple personal communications and transactions

Element 2: Write simple personal communications

Task B: Absent from school – Writing an email

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
<p>Task B: Absent from school – Writing an email</p>	<p>Communication Write simple texts instructional texts on everyday topics for familiar others and people outside own immediate circle. Use a series of short sentences in written texts.</p> <p>Learning Use resources such as bilingual dictionaries and or personal vocab sheets</p> <p>Initiative and Enterprise Proofread and correct own writing and respond to feedback. Adapt to changes, including working with a supervisor/mentor. Reflect on own written texts and identify ways to improve skills.</p>	<p>Write simple personal communications</p> <p>Element 2 PC 2.1, 2.2, 2.3, 2.4</p>	<p>vocabulary and expressions for a range of everyday topics related to personal interests and interactions and community participation and transactions</p> <p>simple sentence structures for simple, compound and complex sentences</p> <p>simple question forms</p> <p>a limited range of adjectives and adverbs</p> <p>a limited number of adverbial phrases</p> <p>a limited number of prepositions and prepositional phrases</p> <p>a range of common high frequency tense and aspect forms to describe present, past and future</p> <p>a limited range of common phrasal verbs</p> <p>some modals and modal forms (positive and negative)</p> <p>a limited range of connectives</p> <p>a range of high frequency discourse markers and cohesive devices</p> <p>reading skills to access EAL resources online and print based e.g. dictionaries, thesauruses</p> <p>Required Sociolinguistic and Cultural Knowledge and Skills: some high frequency idiomatic expressions</p> <p>conventions and common text formats of letters for routine social purposes</p> <p>some understanding of register in communications</p> <p>some awareness of tone, intention and attitude of writer</p> <p>proof read and make some corrections to own work with support</p>	<p>Plan and draft Layout conventions and staging Convey information Proofread and correct own work</p>	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> use routine conventions and linguistic knowledge to: write simple personal communications and transactional texts on everyday topics for familiar others and people outside own immediate circle using a series of short sentences use planning and reviewing strategies in simple written communications and transactional texts <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> verbal questioning to establish understanding of written personal communications and transactional texts a portfolio containing evidence of completed written texts and responses to texts additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

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

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VU22603 Read and write simple personal communications and transactional texts

Element 2: Write simple personal communications

TASK B Absent from school – writing an email VU22603 Element 2

Setting up the assessment task

Inform the students that you will be assessing their writing skills for this element.

This assessment involves writing an email.

Prepare the students with similar activities and tasks prior to assessing.

Ensure students are familiar with email and the procedure required in this task i.e.. Writing a paper based or real email.

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

Students may need access to a computer with internet and email

Copies of the assessment task for each student

Class dictionaries, personal dictionaries available for students

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to write an email.
2. Explain to the students what support is available to them: access to teacher, use of dictionaries.
3. Ensure student has access to a computer if necessary and access to their email service provider.
4. Evidence will need to be collected. This can be done with a hard copy, printed copy or saved copy of the document produced.
5. Hand out the assessment task and allow time for the student to check vocabulary and establish what is expected of them.
6. After completing the task make sure students check over the task.
7. Assessor collects the assessment task from the students and provides verbal feedback.
8. The assessment task is to be kept in the student's portfolio.

Student Instructions

TASK B Absent from school – writing an email VU22603 Element 2

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

Today, you are being assessed on your writing skills.

This writing task requires you write an email.

You may either complete this task on paper or use a computer.

You must plan and draft the assessment task.

When you finish you must proofread the assessment task.

Hand in your assessment task to the assessor.

The assessor will talk to you about your assessment

The assessment task and evidence will be placed in your portfolio.

TASK B Absent from school – writing an email VU22603 Element 2

Name of learner: _____ Date: _____

You are going to write an email about a school absence. Choose a topic.

Topic 1:

You are going to be away from school next week for two days.
Write an email to your teacher to tell them.

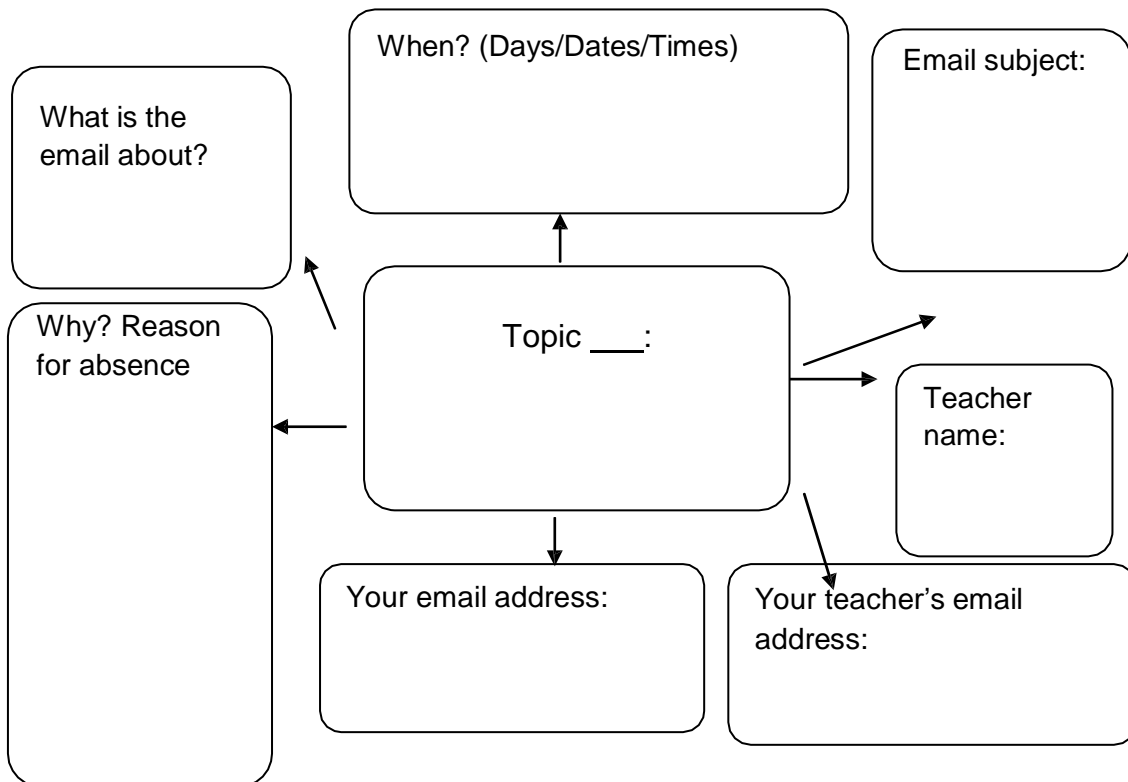
Topic 2:

You are going to be late to school tomorrow.
Write an email to your teacher to tell them.

Which topic will you write about? Topic ____

Plan your writing

Complete this Mind Map:



Draft – follow the structure

From:	
To:	
Subject:	
Date Sent:	
To whom:	<hr/> <hr/> <hr/>
Opening (greeting and who you are):	<hr/> <hr/> <hr/>
Write the problem / reason of the email:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Write when the problem/ reason will be resolved:	<hr/> <hr/> <hr/> <hr/>
Closing:	<hr/>

Proofread, check and correct your draft.

Marking Guide VU22603

In order to complete tasks for VU22603 satisfactorily, the learner must have done the following:

TASK B Absent from school – writing an email VU22603 Element 2

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

This assessment looks at the student's ability to plan, draft, write and proofread an email. The student must:

- Complete the mind map and draft the email (2.1)
- Fill out the fields of the email, From, To, Subject, Date Sent and complete the staging requirements – Opening, Body and Closing (2.2)
- Convey information from the chosen topic in the body of the email (2.3)
- Proofread and correct the final copy of the email with support and complete the checklist (2.4)

TASK B Absent from school – writing an email VU22603 Element 2
– Sample Marking Guide

Here is an example of a completed assessment task:

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

Topic 1:

You are going to be away from school next week for two days.

Write an email to your teacher to tell them.

Topic 2:

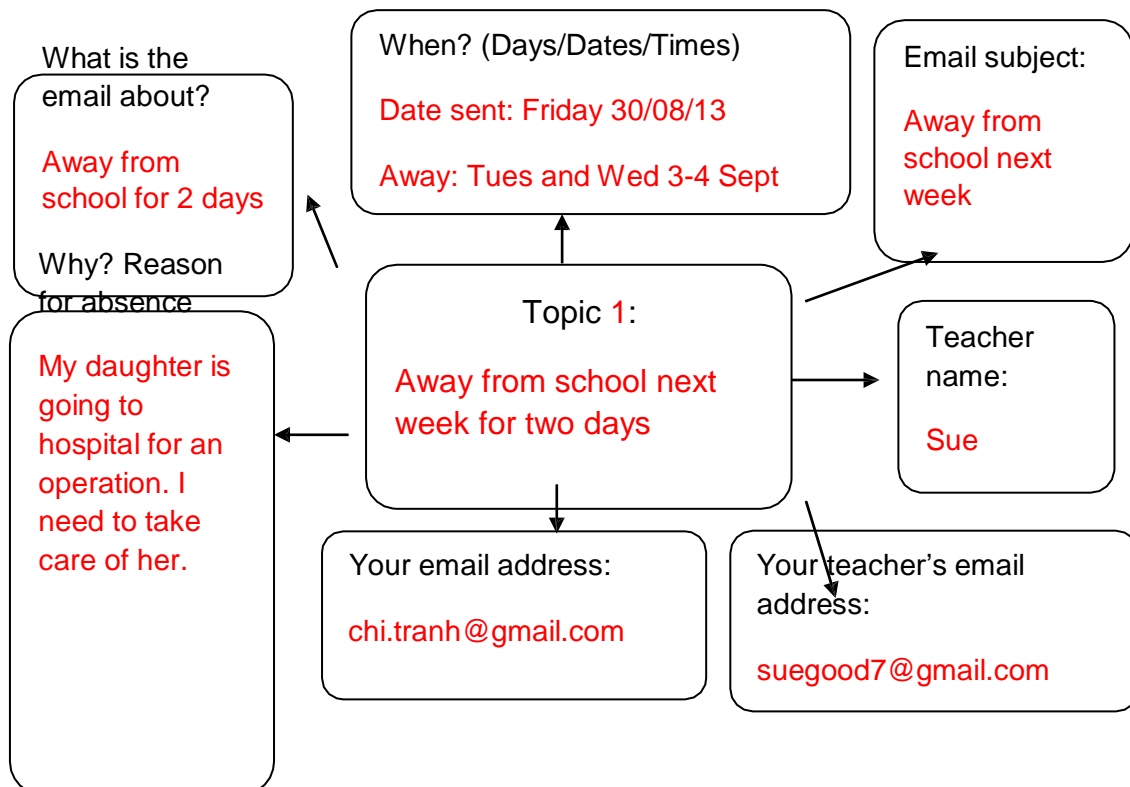
You are going to be late to school tomorrow.

Write an email to your teacher to tell them.

Which topic will you write about? **Topic 1**

Plan your writing

Complete this Mind Map:



Draft – follow the structure

From:	chi.tranh@gmail.com
To:	suegood7@gmail.com
Subject:	Away from school next week
Date Sent:	Friday 30/08/13
Opening (greeting and who you are):	How are you? This is Chi from your Certificate 2 class.
Write the problem / reason of the email:	I am writing because I can't come to school next week on Tuesday and Wednesday. My daughter is going into hospital to have a small operation and I need to be there to look after her.
Write when the problem/ reason will be resolved:	My husband is going to look after my daughter on Thursday so I will be able to come back to class then.
Closing:	See you next week. Regards, Chi

Proofread, check and correct your draft.

Final Copy

From:	chi.tranh@gmail.com
To:	suegood7@gmail.com
Subject:	Away from school next week
Date Sent:	Friday 30/08/13

Hi Sue,

How are you? This is Chi from your Certificate 2 class.

I am writing because I can't come to school next week on Tuesday and Wednesday. My daughter is going into hospital to have a small operation and I need to be there to look after her.

My husband is going to look after my daughter on Thursday so I will be able to come back to class then.

See you next week.

Regards,

Chi

Proofreading Final Copy

tick when completed:

- Read and check your writing
- Use your dictionary and notes to check spelling and meaning
- Correct any mistakes / errors
- Check your writing with the teacher and discuss

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Element 3: Read simple everyday transactional texts

Element 4: Complete simple everyday transactional texts

Task C: Centrelink form

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task C: Read a Centrelink form	<p>Communication Locate and interpret relevant information in short, simple digital, print and visual texts.</p> <p>Problem Solving Identify important information</p> <p>Initiative and Enterprise Proofread and correct own writing and respond to feedback.</p> <p>Technology Use a range of learning or communication technologies to communicate in English and develop skills.</p>	<p>Read simple everyday transactional texts</p> <p>Element 3 PC 3.1, 3.2, 3.3</p>	<p>vocabulary and expressions for a range of everyday topics related to personal interests and interactions and community participation and transactions (e.g. family, simple current events, health, work and education)</p> <p>a limited number of prepositions and prepositional phrases</p> <p>a range of common high frequency tense and aspect forms to describe present,</p> <p>a limited range of common phrasal verbs</p> <p>a limited range of connectives</p> <p>a range of high frequency discourse markers and cohesive devices</p> <p>reading skills to access EAL resources online and print based e.g. dictionaries, thesauruses</p> <p>Required Sociolinguistic and Cultural Knowledge and Skills: some high frequency idiomatic expressions some understanding of register in communications some awareness of tone, intention and attitude of writer</p>	<p>Everyday transactional text</p> <p>Organisational features</p> <p>Identify key instructions or advice</p>	<p>Learners must demonstrate evidence of the ability to:</p> <p>use routine conventions and linguistic knowledge to:</p> <p>read simple personal communications and everyday transactional texts on familiar topics for routine social, community, study and recreational purposes</p> <p>A range of assessment methods which may include:</p> <p>verbal questioning to establish understanding of written personal communications and transactional texts</p> <p>a portfolio containing evidence of completed written texts and responses to texts</p> <p>additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge</p>

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

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task C: Complete the Centrelink form	<p>Communication Write simple instructional texts on everyday topics for familiar others and people outside own immediate circle. Use a series of short sentences in written texts.</p> <p>Teamwork Give and receive feedback in a supported context.</p> <p>Learning Use resources such as bilingual dictionaries and or personal vocab sheets</p> <p>Initiative and Enterprise Proofread and correct own writing and respond to feedback. Adapt to changes, including working with a supervisor/mentor. Reflect on own written texts and identify ways to improve skills.</p>	<p>Complete simple everyday transactional texts</p> <p>Element 4 PC 4.1, 4.2, 4.3</p>	<p>vocabulary and expressions for a range of everyday topics related to personal interests and interactions and community participation and transactions</p> <p>a limited number of prepositions and prepositional phrases</p> <p>a limited range of connectives</p> <p>a range of high frequency discourse markers and cohesive devices</p> <p>reading skills to access EAL resources online and print based e.g. dictionaries, thesauruses</p> <p>Required Sociolinguistic and Cultural Knowledge and Skills: some high frequency idiomatic expressions conventions and common text formats of letters for routine social purposes some understanding of register in communications some awareness of tone, intention and attitude of writer proof read and make some corrections to own work with support</p>	<p>Use everyday transactional texts</p> <p>Complete texts according to requirements</p> <p>Proof read and correct own work</p>	<p>Learners must demonstrate evidence of the ability to: use routine conventions and linguistic knowledge to: write simple personal communications and transactional texts on everyday topics for familiar others and people outside own immediate circle using a series of short sentences use planning and reviewing strategies in simple written communications and transactional texts</p> <p>A range of assessment methods which may include: verbal questioning to establish understanding of written personal communications and transactional texts a portfolio containing evidence of completed written texts and responses to texts additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge</p>

Instructions for the Assessor

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Element 3: Read simple everyday transactional texts

Element 4 : Complete simple everyday transactional texts

TASK C Read & Complete a Centrelink form VU22603 Element 3 & 4

Setting up the assessment task

- Inform the students that you will be assessing their reading and writing skills for these elements.
- This assessment will involve reading a form and completing a form and answering the questions on the worksheet.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will read and write a range of formatted texts and analyse the content.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment.

Prepare assessment tools

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

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to read and fill in a form and answer the questions.
2. Explain to the students what support is available to them: access to teacher, use of dictionaries.
3. Hand out the assessment task and allow time for the student to check vocabulary and to familiarise themselves with the assessment task format.
4. Instruct students to read the completed form and answer the questions. When completed continue with the writing task where you need to complete the form with your own personal details.
5. When finished check your work and make sure your name, date and signature are on the task.
6. Assessor collects the task from the student and provides verbal feedback.
7. The assessment is to be collected by the assessor and kept in the student's portfolio.

Student Instructions

TASK C Read & Complete a Centrelink form

VU22603 Element 3 & 4

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

Today, you are being assessed on your reading and writing skills.

This reading task is a transactional text; a form.

You need to read the text and answer the questions on the worksheet.

First read through the text for overall meaning.

Read through the worksheet to determine information that you need to know. Check if you are unsure of anything.

Read through the text and check for new vocab.

Read the text and work through the questions on the worksheet.

When you finish, check your answers and then continue with the writing task.

Read carefully and complete the form with your own information



Make sure your name and date has been placed on your worksheet.

Hand in to the assessor. The assessor will talk to you about your answers.

Your task will be placed in your portfolio.

TASK C**Centrelink form****VU22603****Element 3 & 4**

Maha has gone to Centrelink and wants to apply for English classes so that she can improve her skills in order to get a job. They asked her to fill in this form and leave it with the reception desk

 	
Full name: <i>Maha Brown</i>	
Signature: <i>M. Brown</i>	
Street address: <i>46 Watton Street</i>	
Suburb: <i>Werribee</i>	
State: <i>VIC</i>	Postcode: <i>3030</i>
Phone/ mobile number:	<i>0415258965</i>
Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>	Age: <i>35</i>
Date of birth (dd/mm/yyyy) <i>1/4/1985</i>	
Country of birth: <i>Lebanon</i>	
Languages spoken: <i>Arabic</i>	
Are you an Australian Citizen or permanent resident? <i>YES</i>	
Why do you want to attend English classes? <i>I need to improve my skills so I can find a job next year.</i>	
Which days are you free to attend classes? <i>Mon, Tue, Thurs, Friday</i>	
Do you have children under 5? <i>Yes -</i>	
What childcare arrangements have you made? <i>I need to find a childcare centre and apply for JET childcare assistance.</i>	


Reading task:

Read Maha's form and answer the questions

1. Who filled in this form?
2. Why did she fill in the form?
3. Who does she have to give it to?
4. How many languages does she speak?
5. What suburb does she live in?
6. Does she have small children?
7. Which question was not completed in the correct format?

Writing task

You have gone to Centrelink and want to apply for English classes so that you can improve your skills in order to get a job. They ask you to fill in the form below. Use a **black or blue** pen only.

 	
Full name:	
Signature:	
Street address:	
Suburb:	
State:	Postcode:
Phone/ mobile number:	
Male <input type="checkbox"/> Female <input type="checkbox"/>	Age:
Date of birth (dd/mm/yyyy)	
Country of birth:	
Languages spoken:	
Are you an Australian Citizen or permanent resident?	
Why do you want to attend English classes?	
Which days are you free to attend classes?	
Do you have children under 5?	
What childcare arrangements have you made?	

Questions:

1. Who is this form for?
2. Who would fill in this form?
3. What colour pen do you need to use?
4. Have you checked that the information in your form is all correct?

Feedback:

Satisfactory

More evidence required

Assessor's signature:

Student's signature:

Marking guide

Reading task:

Maha has gone to Centrelink and wants to apply for English classes so that she can improve her skills in order to get a job. They asked her to fill in this form and leave it with the reception desk. Read Maha's form and answer the questions

1. Who filled in this form? **Maha**
2. Why did she fill in the form? **She wants English classes**
3. Who does she have to give it to? **(Reception desk at) Centrelink**
4. How many languages does she speak? **Arabic and English. 2**
5. What suburb does she live in? **Werribee**
6. Does she have small children? **Yes**
7. Which question was not completed in the correct format? **Section relating to date of birth. Should be 01/04/ 1985.**

Writing task

You have gone to Centrelink and want to apply for English classes so that you can improve your skills in order to get a job. They ask you to fill in the form below. Use a **black or blue** pen only

Full name: Ping HU	Form to be completed with student's personal information and must be completed in either blue or black pen
Signature: <i>Ping HU</i>	
Street address: 17 Brown Street	
Suburb: Werribee	
State: VIC	Postcode: 3030
Phone/ mobile number: 0414252536	

Male	Female	Age: 25
Date of birth (dd/mm/yyyy)		02/05/1990
Country of birth: China		
Languages spoken: Mandarin		
Are you an Australian Citizen or permanent resident? Yes		
Why do you want to attend English classes? I need to learn more speaking and listening so I can find a job.		
Which days are you free to attend classes? Every day		
Do you have children under 5? Yes		
What childcare arrangements have you made? My mother will look after them		

Questions:

1. Who is this form for? **Centrelink**
2. Who would fill in this form? **A person who wants to study English, me.**
3. What colour pen do you need to use? ? **Blue or black pen**
4. Have you checked that the information on your form is all correct? **Yes**