

22485VIC Certificate II in EAL (Access)

VU22605

Read and write simple descriptive and narrative texts

Assessment Tools for this unit include:

Element 1: Read simple routine descriptive texts

[Task A: Dame Mary Gilmore](#)

Element 2: Write a simple descriptive text

[Task B: Famous Australians](#)

Element 3: Read simple narrative texts

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Assessment Tools include:

Competency Mapping

Instructions for the Assessor

Student Instructions

Assessment Task

Marking Guide

22485VIC Certificate II in EAL (Access)

VU22605 Read and write simple descriptive and narrative texts

Element 1: Read simple routine descriptive texts

Task A: Dame Mary Gilmore

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task A: Dame Mary Gilmore	<p>Communication</p> <ul style="list-style-type: none"> Locate relevant information in short, simple digital, print and visual texts. Read simple informational, descriptive texts on everyday topics for familiar others and people outside immediate circle. <p>Problem Solving</p> <ul style="list-style-type: none"> Use simple strategies to seek clarification of written information and select appropriate communication strategies to initiate and participate in simple transactions. <p>Technology</p> <ul style="list-style-type: none"> Use a range of learning/communication technologies to communicate in English and develop skills.. 	<p>Read simple routine descriptive texts</p> <p>Element 1 PC 1.1, 1.2</p>	<ul style="list-style-type: none"> vocabulary and expressions for a range of everyday topics related to community participation (education) simple sentence structures, for simple, compound and complex sentences a limited range of adjectives, adverbs a limited number of adverbial phrases a limited number of prepositions and prepositional phrases a range of common high frequency tense and aspect forms to describe present, past and future a limited range of common phrasal verbs used in descriptive and narrative texts a limited range of connectives a range of high frequency discourse markers and cohesive devices reading skills to access EAL resources online and print based <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> author’s voice in descriptive text some awareness of register in descriptive texts some narrative devices some awareness of tone, intention and attitude of writer some narrative devices some high frequency idiomatic expressions 	<ul style="list-style-type: none"> Identify context and purpose Simple routine descriptive texts Locate important details 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> read simple everyday simple descriptive and narrative texts for routine social, community study, and recreational purposes <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> verbal questioning to establish understanding of written descriptive and narrative 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

22485VIC Certificate II in EAL (Access)

VU22605 Read and write simple descriptive and narrative texts

Element 1: Read simple routine descriptive texts

TASK A Dame Mary Gilmore VU22605 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 a descriptive text and answering the questions on the worksheet.
- Prepare the students with similar activities and tasks prior to assessing i.e. students will read and write a range of online and paper based descriptive texts and analyse the content.
- Assessors will make any reasonable adjustments to the task as required i.e. enlarge task for a student with a visual impairment

Prepare assessment tools

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

Conducting the assessment

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

Student Instructions

TASK A Dame Mary Gilmore VU22605 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 descriptive text.
- 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.

Read this descriptive text and then answer the questions:

Famous Australians – Learning English in Australia

Hi English students! Ever wondered who that is on the \$10 note?

It's Dame Mary Gilmore



She was an Australian author, journalist, poet, patriot and campaigner against injustice and deprivation.

Dame Mary Gilmore (1865–1962)

Mary Gilmore was born near Goulburn, New South Wales. She became a teacher and a writer and was editor of the women's pages of the Australian Worker newspaper for 23 years.

In 1886, Gilmore went to Paraguay in South America to join a group of Australians who planned to set up a new colony where everyone would be equal and would work together. This colony was not successful.

After some years, Gilmore came back to Australia with her husband. She spent the rest of her life writing, doing her editing work and fighting for people who needed help. These included Aboriginal people, children who were forced to work in factories and shearers who were being underpaid. She also fought hard for women's rights.

In 1937 she was made Dame Mary Gilmore by King George VI. A suburb of Canberra is named after her and her picture is on the \$10 note and on stamps.

(Source: <http://www.curriculum.edu.au/cce/gilmore,9133.html>)

Name of learner: _____ Date: _____

TASK A Dame Mary Gilmore VU22605 Element 1

Read the descriptive text and answer the following questions

1. What is this descriptive text about? (✓ tick the correct answer)
 - The woman on the \$20 note, Dame Mary Gilmore
 - Famous Australian women
 - The woman on the \$10 note, Dame Mary Gilmore
 - Famous Australian woman, Julia Gillard

2. What is the context and purpose of this descriptive text? (✓ tick the correct answer)
 - To describe a famous Australian animal for Australian English language students
 - To describe a famous Australian person for students learning the English
 - To describe a famous Australian person for high school teachers
 - To tell a story about a famous German person for Australians

3. What year was Dame Mary Gilmore born?

4. What work did she do for 23 years?

5. Why did Dame Mary Gilmore go to Paraguay?

6. When was Dame Mary Gilmore made a dame and by who?

Feedback

Satisfactory

More evidence required

Assessor's Signature:

Student's Signature :

Marking Guide VU22605

In order to complete tasks for VU22605 satisfactorily, the learner must have done the following:

TASK A Dame Mary Gilmore VU22605 Element 1

Question 1 and 2 need to be ticked appropriately. It is expected that these would be answered correctly. (1.1)

Questions 3 - 6 require a short answer to demonstrate locating specific information. (1.2). Three out of four of these questions should be answered correctly.

TASK A **Dame Mary Gilmore** **VU22605 Element 1 - Marking Guide**

Read the narrative text and answer the following questions

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

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

- The woman on the \$20 note, Dame Mary Gilmore
- Famous Australian women
- The woman on the \$10 note, Dame Mary Gilmore
- Famous Australian woman, Julia Gillard

2. What is the context and purpose of this descriptive text? (✓ tick the correct answer)

- To describe a famous Australian animal for Australian English language students
- To describe a famous Australian person for students learning English
- To describe a famous Australian person for high school teachers
- To tell a story about a famous German person for Australians

3. What year was Dame Mary Gilmore born?

1862

4. What work did she do for 23 years?

She was the editor of the woman's pages for the Australian Worker newspaper.

5. Why did Dame Mary Gilmore go to Paraguay?

She went with other Australians to set up a colony where everyone was equal and would work together.

6. When was Dame Mary Gilmore made a dame and by who?

In 1937 she was made Dame Mary Gilmore by King George VI.

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VU22605 Read and write simple descriptive and narrative texts

Element 2: Write a simple descriptive text

Task B: Famous Australians

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task B: Famous Australians	<p>Communication</p> <ul style="list-style-type: none"> Write simple descriptive texts on everyday topics for familiar others and people outside immediate circle. <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> Proofread and correct own writing and respond to feedback. Reflect on own written texts and identify ways to develop skills. <p>Technology</p> <ul style="list-style-type: none"> Use a range of learning/communication technologies to communicate in English and develop skill. 	Write a simple descriptive text Element 2 PC 2.1, 2.2, 2.3, 2.4	<ul style="list-style-type: none"> vocabulary and expressions for a range of everyday topics related to personal needs and interests and social and community participation simple sentence structures, for simple, compound and complex sentences simple question forms a limited range of adjectives, adverbs a limited number of adverbial phrases a limited number of prepositions and prepositional phrases a range of common high frequency tense and aspect forms to describe present, past and future a limited range of common phrasal verbs used in descriptive and narrative texts some modals and modal forms (positive and negative) a limited range of connectives a range of high frequency discourse markers and cohesive devices reading skills to access EAL resources online and print based <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> some high frequency idiomatic expressions author's voice in descriptive and narrative text some awareness of register in descriptive and narrative texts some narrative devices some awareness of tone, intention and attitude of writer 	<ul style="list-style-type: none"> Identify audience and topic Simple descriptive text Plan and draft text Use short sentences and connectives Proofread and correct final draft 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> read simple everyday simple descriptive and narrative texts for routine social, community study, and recreational purposes write simple routine descriptive and narrative texts on everyday topics for familiar others and people outside own immediate circle use planning and reviewing strategies in writing simple routine descriptive and narrative texts <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> verbal questioning to establish understanding of written descriptive and narrative 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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VU22605 Read and write simple descriptive and narrative texts

Element 2: Write a simple descriptive text

TASK B Famous Australians

VU22605

Element 2

Setting up the assessment task

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

Prepare assessment tools

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

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to plan, write and proofread a simple descriptive text.
2. Explain to the students what support is available to them: access to teacher, use of dictionaries, access to internet and computer.
3. Hand out the assessment task and allow time for the student to check vocabulary and establish what is expected of them.
4. After completing the task make sure students proofread and correct their final draft.
5. Assessor collects the assessment task from the students and their evidence and provides verbal feedback.
6. The assessment task is to be kept in the student's portfolio.

Student Instructions

TASK B Famous Australians

VU22605

Element 2

Student instructions are to be given orally. Instructions for the assessment are also on the assessment task. The main points may be written on the board.

- Today, you are being assessed on your writing skills.
- This writing task requires you to plan, draft, write and proof read a descriptive text.
- You will work through a task checklist to complete this assessment task.
- The assessment task will be completed over a number of lessons.
- Work through this checklist to complete this assessment task. When you complete a task tick off the task and write the date that you complete each task. The teacher will check your work and tick the teacher checklist as you complete each task.
- You must follow all of the instructions and information on the assessment task and in the task checklist to complete the task.
- When you finish, check over the assessment task and your work.
- 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.

Name: _____ Date: _____ Signature: _____

Task:

Research and write about a famous Australian to share in a book of student work.

Purpose and audience: To learn about and teach each other about interesting, famous Australian people, especially ones that people don't know much about.

In class, you will be given some ideas about topics and sources of information.

Start here:

http://www.curriculum.edu.au/cce/gallery_of_australian_biographies,14538.html or
google: Gallery of Australian Biographies

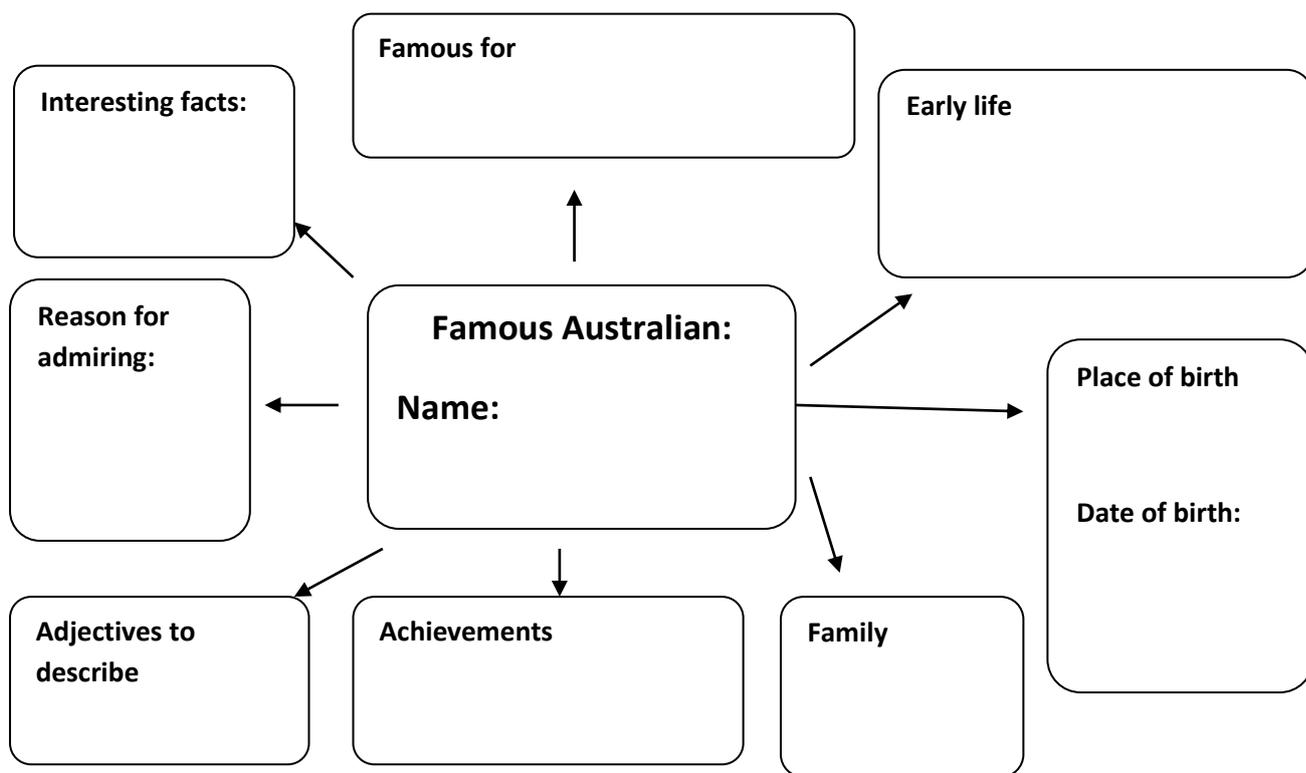
Topic:**1. Who are you going to write about?**

Plan:**2. Audience and purpose. State the audience for your writing.
Write one sentence about the purpose of your writing:**

Audience: _____

Purpose: _____

3. Complete this mind map for your topic. Write down key points about your famous Australian



4. After that, number the events in your mind map in the order they will happen in your text

5. Draft – write your draft here: Make sure you use some connectives and descriptive words.

Topic:

Marking Guide VU22605

TASK B Famous Australians

VU22605

Element 2

This assessment looks at the student's ability to write a descriptive text. The student must complete all of the tasks in the Task Checklist and these must be checked and ticked off by the teacher/assessor. In order to complete tasks for VU22605 satisfactorily, the learner must have done the following:

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

The content of the text will vary according to the student. Assessor to complete the teacher's marking guide

Use Task A VU22605 Element 1 written description as a guide for student work.

Students should produce at least 3 paragraphs and maybe mention something about the subject's background, reasons for being famous and their achievements.

Student name: Date:	Descriptive Text Task:
Identifies topic and audience	
Plans writing <ul style="list-style-type: none"> - Chooses format - Makes use of support aids - Completes pre writing activity i.e. mapping 	
Draft shows evidence of simple, appropriate language for the topic. <ul style="list-style-type: none"> - Vocabulary - A range of discourse markers & cohesive devices e.g. first, then, after that, during - Adverbs of time & manner i.e. always, often - Adjectives - Some modals & modal forms - Limited range of phrasal verbs 	
Grammar <ul style="list-style-type: none"> - Use of high frequency tenses to describe present, past & future - Some use of connectives i.e. when, but, although, if - Written in the first or third person as appropriate for the topic - Adverbial phrases - Prepositional phrases 	
Structure <ul style="list-style-type: none"> - Simple sentence structures for simple, compound & complex sentences - Simple punctuation - Capital letters 	
Uses strategies to check and revise writing – dictionaries, word lists, notes editing tools (underline words you think are wrong), reading story out loud, conferencing with another student <i>At this stage of language</i>	

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VU22605 Read and write simple descriptive and narrative texts

Element 3: Read simple narrative texts

Task C: Class excursion

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task C: Class excursion	<p>Communication</p> <ul style="list-style-type: none"> • Read relevant information in short, simple digital, print and visual texts. • Read simple informational, descriptive texts on everyday topics for familiar others and people outside immediate circle. <p>Problem Solving</p> <ul style="list-style-type: none"> • Use simple strategies to seek clarification of written information and select appropriate communication strategies to initiate and participate in simple transactions. <p>Technology</p> <ul style="list-style-type: none"> • Use a range of learning/communication technologies to communicate in English and develop skills. 	<p>Read simple narrative texts</p> <p>Element 3 PC 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> • vocabulary and expressions for a range of everyday topics related to personal needs and interests and social and community participation (i.e. family, weather, environment, simple current events, food, health, work and education) • simple sentence structures, for simple, compound and complex sentences • simple question forms • a limited range of adjectives, adverbs • a limited number of adverbial phrases • a limited number of prepositions and prepositional phrases • a range of common high frequency tense and aspect forms to describe present, past and future • a limited range of common phrasal verbs used in descriptive and narrative texts • some modals and modal forms (positive and negative) • a limited range of connectives • a range of high frequency discourse markers and cohesive devices • reading skills to access EAL resources online and print based <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> • author’s voice in descriptive and narrative text • some awareness of register in descriptive and narrative texts • some narrative devices • some awareness of tone, intention and attitude of writer 	<ul style="list-style-type: none"> • Simple narrative text • Identify main ideas • Identify specific details • Note features 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> • use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> – read simple everyday simple descriptive and narrative texts for routine social, community study, and recreational purposes <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> • verbal questioning to establish understanding of written descriptive and narrative 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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VU22605 Read and write simple descriptive and narrative texts

Element 3: Read simple narrative texts

TASK C Class excursion VU22605 Element 3

Setting up the assessment task

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

Prepare assessment tools

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

Conducting the assessment

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

Student Instructions

TASK C Class excursion VU22605 Element 3

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

- Today, you are being assessed on your reading skills.
- This reading task is a narrative text.
- You need to read the text and answer the questions on the worksheet.
- First read through the text for overall meaning.
- 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.

Read this narrative text and then answer the questions:

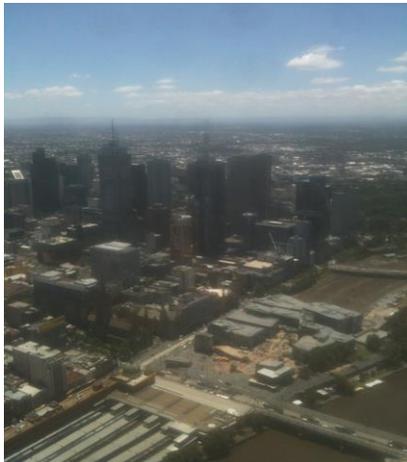
Class Excursion Recount:

Melbourne City and the Eureka Sky Deck Class Excursion:

On Thursday the 12th of December my class went on an excursion to the city and to the Eureka Skydeck. The weather was fantastic and it was a nice way to celebrate the end of the school year. First, from our school in Sunshine, we got the train to Flinders St Station and walked over the road to Federation Square.

At Federation Square we took lots of photos together. There were some huge Christmas trees there and we had a class photo in front of the biggest tree. Then, we went to the National Gallery of Victoria to look around. It was free to get in and we saw many great paintings.

After that, we walked over the Yarra River to Southbank and then to the Eureka Tower. We got a ticket and then went to the Skydeck on the 88th floor. It was really high! Going up in the lift made your ears pop. It was such a beautiful view. You could see all of Melbourne. From the Skydeck the people on the ground looked like ants. We stayed up at the Skydeck for a little while and then we came down and went back to Flinders Street Station to come back to school. It was a really great day.



Nafisa Al-Mazuki

Certificate 2B EAL

Name of learner: _____ Date: _____

Read the narrative text and answer the following questions

1. What is this narrative text about? (✓ tick the correct answer)
 - A class excursion to Flinders St Station
 - A class excursion to the city and Eureka Skydeck.
 - The Eureka Skydeck
 - Information about things to do in Melbourne

 2. Put these events in order as they happened on the excursion (the first one has been done for you):
 - _ The class took photos at Federation Square
 - _ The class went up to the Eureka Skydeck
 - _ The class visited the National Gallery of Victoria
 - _ The class got the train from Flinders St Station to Sunshine
 - _ The class walked across the Yarra River to Southbank
 - 1** The class got the train from Sunshine to Flinders St Station

 3. When was the excursion?
-

4. Who wrote the recount and which class went on the excursion?

5. Write three places the class visited on the excursion:

6 . Tick the features of narrative texts that were present in this text.

- Expressions of time
- Ordering of information
- Adjectives
- Adverbs
- Title
- narrator

Satisfactory

More evidence required

Comments:

Student's Signature :

Date:

Assessor's Signature:

Date:

Marking Guide VU22605

In order to complete tasks for VU22605 satisfactorily, the learner must have done the following:

TASK C	Class excursion	VU22605	Element 3
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Questions 1 needs to be ticked appropriately. It is expected that this would be answered correctly. (3.1)

Question 2 requires the student to number in order the events by placing a number next to the event. Question 3 requires a short answer. (3.3)

Questions 4 and 5 require simple short answers that will demonstrate features of the narrative text. (3.2)

TASK C Class excursion VU22605 Element 3 Marking Guide

Read the narrative text and answer the following questions

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

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

- A class excursion to Flinders St Station
- A class excursion to the city and Eureka Skydeck.
- The Eureka Skydeck
- Information about things to do in Melbourne

2. Put these events in order as they happened on the excursion (the first one has been done for you):

- 2 The class took photos at Federation Square
- 5 The class went up to the Eureka Skydeck
- 3 The class visited the National Gallery of Victoria
- 6 The class got the train from Flinders St Station to Sunshine
- 4 The class walked across the Yarra River to Southbank
- 1 The class got the train from Sunshine to Flinders St Station

3. When was the excursion?

Thursday 12th December

4. Who wrote the recount and which class went on the excursion?

Nafisa Al- Mazuki from class Certificate 2B EAL

5. Write three places the class visited on the excursion:

Flinders St Station, Federation Square, National Gallery of Victoria, Southbank, Eureka Skydeck, Yarra River, city (any three)

Tick the features of narrative texts that were present in this text.--- All of the points below should be ticked

- Expressions of time
- Ordering of information
- Adjectives
- Adverbs
- Title

- narrator

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VU22605 Read and write simple descriptive and narrative texts

Element 4: Write a simple narrative text

Task D: Write a narrative text

Competency Mapping:

Steps & Task	Employability Skills Advice	Elements/ performance criteria	Required skills and knowledge	Range statements	Evidence guide
Task D: Write a narrative text	<p>Communication</p> <ul style="list-style-type: none"> Write simple descriptive texts on everyday topics for familiar others and people outside immediate circle <p>Initiative and Enterprise</p> <ul style="list-style-type: none"> Proofread and correct own writing and respond to feedback. Reflect on own written texts and identify ways to develop skills. <p>Technology</p> <ul style="list-style-type: none"> Use a range of learning/communication technologies to communicate in English and develop skills. 	<p>Write a simple narrative text</p> <p>Element 4 PC 4.1, 4.2, 4.3, 4.4, 4.5</p>	<ul style="list-style-type: none"> vocabulary and expressions for a range of everyday topics related to personal needs and interests and social and community participation (e.g. family, weather, environment, simple current events, food, health, work and education) simple sentence structures, for simple, compound and complex sentences a limited range of adjectives, adverbs a limited number of adverbial phrases a limited number of prepositions and prepositional phrases a range of common high frequency tense and aspect forms to describe present, past, future a limited range of common phrasal verbs used in descriptive and narrative texts some modals and modal forms (positive and negative) a limited range of connectives a range of high frequency discourse markers and cohesive devices reading skills to access EAL resources online and print based <p>Required Sociolinguistic and Cultural Knowledge and Skills:</p> <ul style="list-style-type: none"> author's voice in descriptive and narrative text some awareness of register in descriptive and narrative texts some narrative devices some awareness of tone, intention and attitude of writer 	<ul style="list-style-type: none"> Confirm audience and topic Simple narrative text Plan and draft text Select and order information Use a series of short sentences Proofread and correct final draft 	<p>Learners must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> use routine conventions and linguistic knowledge to: <ul style="list-style-type: none"> write simple routine descriptive and narrative texts on everyday topics for familiar others and people outside own immediate circle use planning and reviewing strategies in writing simple routine descriptive and narrative texts <p>A range of assessment methods which may include:</p> <ul style="list-style-type: none"> verbal questioning to establish understanding of written descriptive and narrative 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

22485VIC Certificate II in EAL (Access)

VU22605 Read and write simple descriptive and narrative texts

Element 4: Write a simple narrative text

TASK D Write a narrative text

VU22605

Element 4

Setting up the assessment task

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

Prepare assessment tools

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

Conducting the assessment

1. All instructions should be given verbally and the assessor should explain that the purpose of the activity is to plan, write and proofread a simple narrative text.
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 establish what is expected of them.
4. Students are required to choose a topic. It is suggested that the teacher lead a class brainstorm to help students to choose the topic for their narrative text.
5. After completing the task make sure students proofread and correct their final draft.
6. Assessor collects the assessment task from the students and their evidence and provides verbal feedback.
7. The assessment task is to be kept in the student's portfolio.

Student Instructions

TASK D Write a narrative text

VU22605

Element 4

Student instructions are to be given orally. Instructions for the assessment are also on the assessment task. The main points may be written on the board.

- Today, you are being assessed on your writing skills.
- This writing task requires you to plan, draft, write and proofread a narrative text.
- You must follow all of the instructions and information on the assessment task to complete the task.
- When you finish, check over the assessment task and your work.
- 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.

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

Write a narrative text. It can be a journal entry, a recount, a short story, a blog entry, your life story. You will brainstorm topics with the teacher as a class. Then:

- Choose a topic.
- Plan your text and draft it using the format provided.
- Select and order information using *time sequence phrases* like first, then, after that, next, finally etc.
- Write text using short sentences that connect.
- Use different connectives like so, but, because, when, if, and etc.
- Write at least 150 words. (3 paragraphs)
- Proofread and correct your work with your teacher.
- Hand in your corrected final draft to the teacher .

Topic:

1. What are you going to write about? State your topic:

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

Plan:

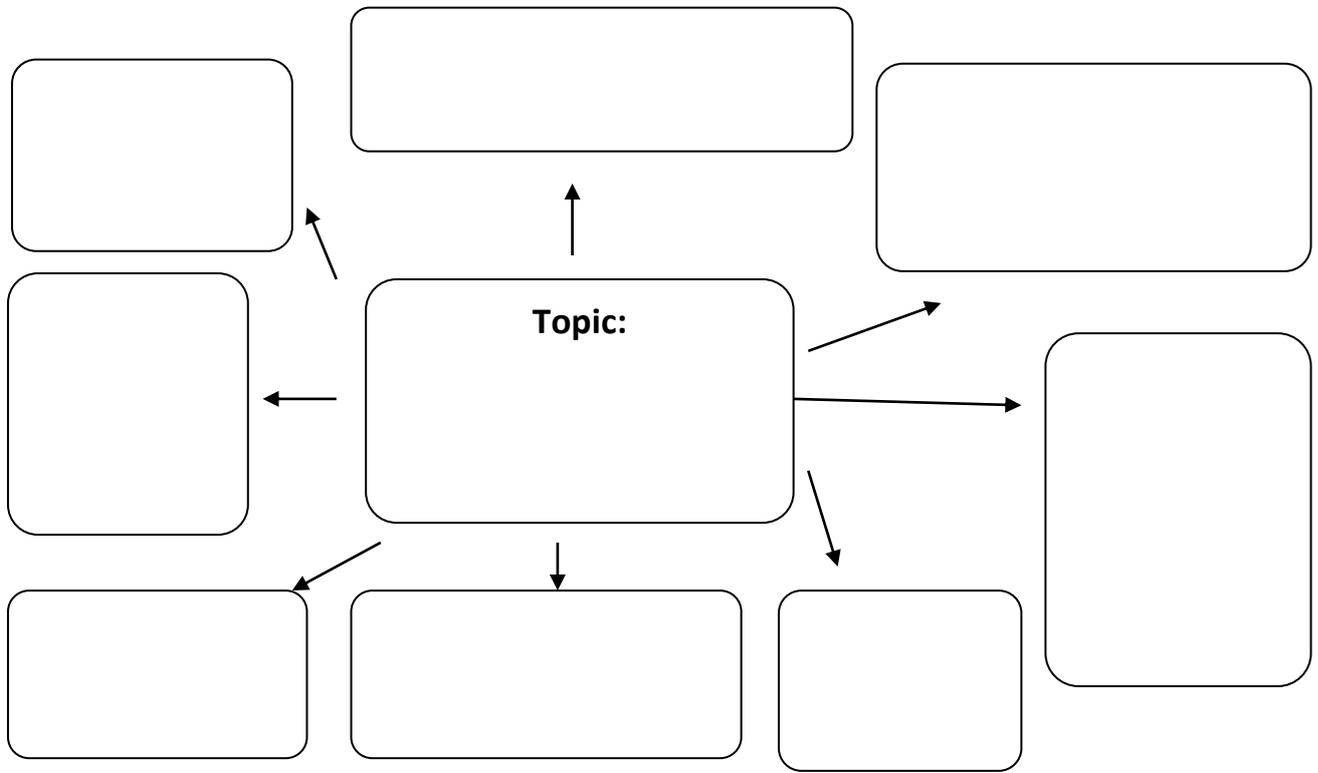
2. Audience and purpose. State the audience for your writing.

Write one sentence about the purpose of your writing:

Audience: _____

Purpose: _____

3. Complete this mind map for your topic. Write down events you will use in your text.



4. After that, number the events in your mind map in the order they will happen in your text

5. Draft – write your draft here: Make sure you use adjectives and adverbs and time markers

Topic:

Satisfactory

More evidence required

Comments / Feedback:

Student's Signature :

Date:

Assessor's Signature:

Date:

Marking Guide VU22605

In order to complete tasks for VU22605 satisfactorily, the learner must have done the following:

TASK D Write a narrative text VU22605 Element 4

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

- Complete a planning activity
- Complete a draft of the text
- Complete the final draft and proofread the final draft
- Use appropriate vocabulary, verbs, time sequencing words and descriptive words for narratives texts

The content of the text will vary according to the student. Refer to teacher's marking guide below.

Teacher's Marking Checklist VU22605

Task D

Teacher to use this to decide if the task is satisfactory by taking notes or giving examples of where criteria has been demonstrated

Student name: Date:	Narrative Text Task:
Identifies topic and audience	
Plans writing <ul style="list-style-type: none"> - Chooses format - Uses EAL notes - Completes pre writing activity i.e. mapping 	
Draft shows evidence of simple, appropriate language for the topic. <ul style="list-style-type: none"> - Vocabulary - A range of discourse markers& cohesive devices e.g. first, then, after that, during - Adverbs of time & manner i.e..always, often - Adjectives - Some modals & modal forms - Limited range of phrasal verbs 	
Grammar <ul style="list-style-type: none"> - Use of high frequency tenses to describe present, past & future - Some use of connectives i.e. when, but, although, if - Written in the first or third person as appropriate for the topic - Adverbial phrases - Prepositional phrases 	
Structure <ul style="list-style-type: none"> - Simple sentence structures for simple, compound & complex sentences - Starting to use paragraphing - Narrative devices - Simple punctuation 	

