



Aspley English Department
Key Learning Area: 12 English Communication
Assessment Task Sheet

Written

Date of issue: _____

Unit Title: Customer Relations

Teacher: _____

Student Name: _____

Class: _____

Task: You are to write a script of a complaint scenario chosen from the list attached.

You are to perform this scene to the class.

Genre: Play Performance

Audience: Peers

Purpose: To request a course of action.

Draft Due Date : _____

Final Due Date: _____

Length: 3 minutes

Conditions:

Prepared or unseen task	<ul style="list-style-type: none">• Prepared and performed in class.
Prior notice of task Final draft (due date):	<ul style="list-style-type: none">• 2 weeks notice of task• Week beginning
Familiarity with: <input type="checkbox"/> Subject matter	<ul style="list-style-type: none">• Samples practised in class• Genre –Play performance
Access to resources during drafting: Access to resources during final draft:	<ul style="list-style-type: none">• Teacher, library books, internet• As above
Layout conventions:	<ul style="list-style-type: none">• Word processed
Referencing conventions:	<ul style="list-style-type: none">• Not applicable

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. An incomplete in-class item will be awarded an 'E-' unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a "NR- not rated" at the end of the semester.

Oral Complaint Scenarios

1. A CUSTOMER COMES INTO YOUR FAST FOOD ESTABLISHMENT AND COMPLAINS THAT THEY ARE MISSING PART OF THEIR MEAL.
2. A CUSTOMER IN YOUR 'UPPER CLASS' RESTAURANT COMPLAINS ABOUT THE STANDARD OF THEIR FOOD.
3. YOUR NEIGHBOUR IS HAVING A MASSIVE PARTY AND YOU CALL THE POLICE.
4. YOUR NEIGHBOUR'S DOGS WON'T STOP BARKING AND YOU CALL THE LOCAL COUNCIL.
5. YOUR NEIGHBOURS RUINED YOUR GARDEN AND BROKE YOUR FRONT WINDOWS, WHICH ARE JUST A FEW OF THE MAJOR PROBLEMS YOU HAVE WITH YOUR NEIGHBOURS, SO YOU CALL THE POLICE.
6. YOU GO THROUGH DRIVE THROUGH AT A POPULAR FAST FOOD ESTABLISHMENT AND NOT ONLY DO YOU HAVE TO WAIT A VERY LONG TIME, YOUR FOOD IS COLD WHEN YOU RECEIVE IT.
7. YOU BUY SOME CLOTHING FROM A POPULAR SURF STORE, HOWEVER, WHEN YOU TAKE IT HOME, YOU REALISE THERE IS A MASSIVE STAIN ON THE CLOTHING, SO YOU GO BACK TO THE STORE TO TALK TO THE MANAGER.
8. A CUSTOMER BUYS SOME ELECTRICAL GOODS FROM YOUR STORE; HOWEVER, THEY BRING THEM BACK A WEEK LATER, CLAIMING THE GOODS ARE FAULTY. YOU HAVE A SNEAKING SUSPICION THAT THE CUSTOMER IS LYING.
9. YOU SEE SOME EXCELLENT DVDS THAT ARE ADVERTISED IN A CATALOGUE, SO YOU GO INTO THE STORE THAT IS SELLING THE DVDS TO SEE IF THEY HAVE ANY LEFT. WHEN YOU FIND THE DVDS YOU ARE LOOKING FOR, THEY COST DOUBLE THE PRICE THAT WAS ADVERTISED IN THE CATALOGUE.
10. YOUR OWN SCENARIO YOU MUST OBTAIN TEACHER PERMISSION

ENGLISH COMMUNICATION

CRITERIA AND STANDARDS SHEET

Genre: Spoken Response – **Complaint oral**

A	B	C	D	E
Knowledge of Contextual Features				
<ul style="list-style-type: none"> • Consistently using patterns and conventions of performance to achieve particular purposes. • Selecting and synthesising relevant subject matter. • Explaining information ideas and arguments with analysis and evaluation. • Substantiating opinions with relevant evidence. • Controlling appropriate roles and relationships. • Selecting and integrating modes and media where appropriate. 	<ul style="list-style-type: none"> • Using patterns and conventions of performance to achieve particular purposes. • Selecting sufficient, relevant subject matter • Explaining information, ideas, and arguments with some analysis and evaluation • Supporting opinions with relevant evidence. • Using appropriate roles and relationships • Selecting and combining modes and media, where appropriate. 	<ul style="list-style-type: none"> • In the main, using patterns and conventions of performance to achieve particular purposes. • Selecting relevant subject matter • Explaining information, ideas and arguments with some analysis • Supporting opinions with some evidence • In the main, using appropriate roles and relationships • Using designated modes and media. 	<ul style="list-style-type: none"> • Unevenly using patterns and conventions of performance to achieve some purposes • Selecting some relevant subject matter • Explaining some information, ideas and arguments • Supporting opinions with a little evidence • Sometimes using appropriate roles and relationships • Using some designated modes and media. 	<ul style="list-style-type: none"> • Using some conventions of performance • Selecting some subject matter • Stating opinions • Occasionally using appropriate roles and relationships • Using some modes and media

Knowledge of textual features

- Consistently sequencing and organising subject matter
- Controlling visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of oral.
- controlling spoken/signed and nonverbal features that contribute to meaning:
- Pronunciation, audibility and clarity, pace, volume, phrasing and pausing for emphasis
- Facial expression, stance, movement, gestures, proximity.

- Generally controlling conventional spelling
- Using with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of oral.
- Using spoken/signed and nonverbal features that contribute to meaning:
- Pronunciation, audibility and clarity, pace, volume, pausing for emphasis
- Facial expression, stance, movement, gestures

- In the main, sequencing and organising subject matter
- Sometimes linking ideas with cohesive ties
- In the main, using suitable vocabulary
- Using clause and sentence structures with occasional lapses in accuracy
- Using visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features that in the main contribute to the layout or presentation of oral
- Using spoken/signed and nonverbal features that in the main, contribute to meaning;
 - Pronunciation, audibility and clarity, volume
 - Facial expression, stance, movement

- Unevenly sequencing and organising subject matter
- Making lapses in linking ideas
- Using basic vocabulary
- Using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features
- Using some spoken/signed and nonverbal features:
 - Pronunciation, audibility, volume
 - Stance, movement

- Linking some ideas with conjunctions
- Using a narrow range of basic vocabulary
- Using a narrow range of clause and sentence structures, with frequent lapses that impede understanding
- Using some punctuation
- Making frequent lapses in conventional spelling that impede understanding
- Using a narrow range of spoken/signed and nonverbal features:
 - Pronunciation, audibility, volume
 - Stance, movement

Knowledge and understanding of texts

<ul style="list-style-type: none"> • Explaining/ purposefully shaping representations of people, places, events and concepts in texts • Explaining/ effectively using cultural assumptions, attitudes, values and beliefs in texts • Explaining ways readers, listeners and viewers take up position in relation to texts • Making language choices to invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Describing/shaping representations of people, places, events and concepts in texts • Describing/using cultural assumptions, attitudes, values and beliefs in texts • Describing ways readers, listeners and viewers take up positions in relation to texts • Making language choices that generally invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Identifying/unevenly shaping representations of people, places, events and concepts in texts • Identifying/unevenly using cultural assumptions, attitudes, values and beliefs in texts • Identifying some ways readers, listeners and viewers take up positions in relation to texts • Making language choices that sometimes invite readers, listeners and viewers to take up positions in relation to texts 	<ul style="list-style-type: none"> • Sometimes identifying/shaping representations of people, places, events and concepts in texts • Sometimes identifying/using attitudes and beliefs in texts • Recognising that texts influence readers, listeners and viewers 	<ul style="list-style-type: none"> • Occasionally recognising /shaping representations of people, places, events and concepts in texts • Occasionally identifying some attitudes and beliefs in texts
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COMMENTS: _____

TEACHER'S SIGNATURE: _____ **DATE:** _____ **RESULT**