



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

**Written:** Non - Literary Transactional

**Date of issue:** \_\_\_\_\_

**Unit Title:** Searching for a Career

**Teacher:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

- Tasks:**
1. *Gather and evaluate information on employment opportunities.*
  2. *Prepare and apply for a job.*
  3. *Undertake a job interview as an interviewee.*
  4. *Evaluate personal performance in the job application process.*

**Genre:** Application Letter/Resume/Job Interview

**Audience:** Prospective Employers

**Purpose:** To successfully gain employment

**Date Due:** \_\_\_\_\_

**PART 1      PREPARE AND APPLY FOR A JOB**

**Task Outline:** Choose an advertisement and complete the following tasks as if you were applying for the job. You should assume you have completed Year 12.

- (a) Prepare a **letter of application** and **résumé**. Your résumé should use conventional language and spelling. Your application should relate the suitability of your strengths to the needs of the organisation. You should also express interest in the organisation and the job.

**Form:**

- (a) Letter of Application
- (b) Résumé

**Length:**

- (a) Approximately 200 words.
- (b) Approximately 200 words.

**Audience:** Prospective Employer

**Purpose:** To prepare documents and make an appointment for a job interview in order to present oneself as a prospective employee.

- Conditions:**
- Students will have 2 weeks' notice of task.
  - Students must submit all of the materials listed in the box above at the beginning of the interview.
  - Students will have 4 class lessons plus their own time for the preparation of their documents.

## **PART 2    UNDERTAKE A JOB INTERVIEW**

**Task Outline:**    You have been asked to attend an interview for the job you have applied for. You will prepare for the interview and then undertake the interview.  
You will need to:

- Collect information on the business and job position
- Make sure personal presentation is appropriate for the position
- Work out probable questions and suitable answers
- Behave confidently and in a socially acceptable way, both verbally and non-verbally
- Listen actively
- Give informative responses appropriate to the interview
- You will also need to be aware of relevant questions to ask.

**All written documents, a copy of the advertisement chosen, and all other relevant documentation must be presented to the interviewer at the beginning of the interview.**

NB. Your English Communication teacher will assess the written documents after your interview.

**Form:**                Mock Job Interview

**Audience:**        Prospective Employer

**Length:**            Approximately 10 – 15 mins

**Purpose:**            To present yourself as a suitable candidate for a position and through the interview, convince the employer of your suitability.

**Conditions:**

- Students will have 2 weeks' notice of task
- Students will have 4 lessons plus their own time for preparation.
- Students will be responsible for 'make up' assessment times.

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. Failure to submit assessment will result in the student receiving a "NR- not rated" at the end of the semester.

# CRITERIA AND STANDARDS SHEET - 12 ENGLISH COMMUNICATION

**GENRE: Prepare and Apply for a Job**

**Resume/Letter**

**WRITTEN**

<b>CRITERIA</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b><u>Knowledge of Contextual Factors</u></b>	<b>Consistently</b> using the patterns of the Resume/Letter by: *Choosing relevant content *Explaining clearly *Supporting opinions about the Resume/Letter with evidence.	<b>Usually</b> using the patterns of Resume/Letter by: *Choosing usually relevant content *Usually explaining clearly *Usually supporting opinions about the Resume/Letter with evidence	<b>In the main</b> using the patterns of the Resume/Letter by: *Choosing relevant content with some lapses *Explaining ideas *Supporting opinions about the Resume/Letter with some evidence	<b>Occasionally</b> using the patterns of Resume/Letter by: *Choosing relevant content, however frequent lapses *Explaining ideas *Using of supporting opinions	<b>Rarely</b> using the patterns of Resume/Letter review
<b><u>Knowledge of Textual Features</u></b>	<b>Consistently:</b> *Sequencing content effectively *Consistently linking ideas *Using a variety of vocabulary *Using well constructed sentences *Paragraphing correctly and effectively *Punctuating correctly * Impressive presentation and sequencing.	<b>Usually:</b> *Sequencing content *Linking ideas *Using a variety of vocabulary *Using correct sentencng *Using correct paragraphs *Using correct punctuation *Effective presentation and sequencing.	<b>In the Main:</b> *Sequencing *Linking ideas *Using appropriate vocabulary *Using correct sentence with some lapses *Paragraphing *Punctuating correctly *Appropriate presentation and sequencing .	<b>Occasionally:</b> *Sequencing *Linking *Using appropriate vocabulary *Using correct sentences *Paragraphing *Punctuating *Ineffective presentation and sequencing.	<b>Rarely:</b> *Sequencing *Linking *Using appropriate vocabulary *Using correct sentences *Paragraphing Punctuating *Poor presentation and sequencing.
<b><u>Knowledge and Understanding of Texts</u></b>	<b>Effectively:</b> *Shaping language to relate to the job description and position *Effectively Promoting personal skills and achievements	<b>Usually:</b> *Shaping language to relate to the job description and position *Promoting personal skills and achievements	<b>In the main:</b> Shaping language to relate to the job description and position *Outlining personal skills and achievements	<b>Occasionally:</b> Shaping language to relate to the job.	<b>Rarely</b> Shaping language with little effect.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RESULT:**

# CRITERIA AND STANDARDS SHEET - 12 ENGLISH COMMUNICATION

**GENRE: Job Interview**

**SPOKEN**

CRITERIA	A	B	C	D	E
<b>Knowledge of Contextual Features</b>	<b>Consistently</b> using the patterns of the Job Interview by: Choosing relevant content Explaining clearly Supporting opinions	<b>Usually</b> using the patterns of the Job Interview by: Choosing usually relevant content Usually explaining clearly Usually supporting opinions	<b>In the Main</b> using the patterns of the Job Interview by: Choosing relevant content with some lapses Explaining Ideas Supporting Opinions	<b>Occasionally</b> using the patterns of the Job Interview: Choosing relevant content Explaining ideas Supporting opinions	<b>Rarely</b> using the patterns o the Job Interview
<b>Knowledge of Textual Features</b>	<b>Consistently:</b> Sequencing content effectively Consistently linking ideas Using a variety of vocabulary Using well constructed sentences Using visuals effectively Using effective pronunciation, audibility, pace and volume Using effective facial expression, stance, movement and gestures	<b>Usually:</b> Sequencing content Linking ideas Using a variety of vocabulary Using well constructed sentences Using visuals Using pronunciation, audibility, pace and volume Using effective facial expression, stance, movement and gestures	<b>In the Main:</b> Sequencing Linking Ideas Using appropriate vocabulary Using visuals Using pronunciation, audibility, pace and volume Using facial expression, stance, movement and gestures	<b>Occasionally:</b> Sequencing Linking Ideas Using appropriate vocabulary Using correct sentences Using visuals Using pronunciation, audibility, pace and volume Using facial expression, stance, movement and gestures	<b>Rarely:</b> Sequencing Linking Using appropriate vocabulary Using correct sentences Using visuals Using pronunciation, audibility, pace and volume Using facial expression, stance, movement and gestures
<b>Knowledge and Understanding of Texts</b>	<b>Effectively:</b> Shaping language to persuade the interviewer to employ the interviewee. Promoting personal skills and achievements	<b>Usually:</b> Shaping language to persuade the interviewer to employ the interviewee. Promoting personal skills and achievements	<b>In the Main:</b> Shaping language to persuade the interviewer to employ the interviewee. Promoting personal skills and achievements	<b>Occasionally:</b> Shaping language to persuade the interviewer to employ the interviewee	<b>Rarely:</b> Shaping language with effectiveness

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RESULT:**