



**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 letter of complaint. You are to follow the structure taught to you in class and request a particular action from the company/organisation concerned.

**Genre:** Letter of complaint

**Audience:** Customer Service Manager

**Purpose:** To request a course of action.

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

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

**Length:** 200 words

**Conditions:**

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

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.

# ENGLISH COMMUNICATION

CRITERIA AND STANDARDS SHEET

GENRE: Letter of Complaint

WRITTEN

A	B	C	D	E
<b>Knowledge of Contextual Features</b>				
<ul style="list-style-type: none"> <li>Consistently using letter patterns and conventions to achieve particular purposes.</li> <li>Selecting and synthesising relevant subject matter.</li> <li>Substantiating opinions with relevant evidence.</li> <li>Controlling appropriate roles and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Using patterns and conventions of letters to achieve particular purposes</li> <li>Selecting sufficient, relevant subject matter</li> <li>Supporting opinions with relevant evidence</li> <li>Using appropriate roles and relationships</li> </ul>	<ul style="list-style-type: none"> <li>In the main, using patterns and conventions of letters to achieve particular purposes</li> <li>Selecting relevant subject matter</li> <li>Supporting opinions with some evidence</li> <li>In the main, using appropriate roles and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Unevenly using patterns and conventions of letters to achieve some purposes</li> <li>Selecting some relevant subject matter</li> <li>Supporting opinions with a little evidence</li> <li>Sometimes using appropriate roles and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Using some conventions of letters</li> <li>Selecting some subject matter</li> <li>Stating opinions</li> <li>Occasionally using appropriate roles and relationships</li> </ul>
<b>Knowledge of textual features</b>				
<ul style="list-style-type: none"> <li>Consistently sequencing and organising subject matter</li> <li>Consistently using cohesive ties to link ideas</li> <li>Using a range of suitable vocabulary</li> <li>Controlling most clause and sentence structures</li> <li>Maintaining control of paragraphing and most punctuation</li> <li>Controlling conventional spelling</li> <li>Controlling letter features to make meaning in layout or presentation of letter.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing and organising subject matter</li> <li>Usually linking ideas with cohesive ties</li> <li>Using suitable vocabulary</li> <li>Generally maintaining control of most clause and sentence structures</li> <li>Generally maintaining control of paragraphing and most punctuation</li> <li>Generally controlling conventional spelling</li> <li>Using letter structure with some success to enhance meaning in presentation of text.</li> </ul>	<ul style="list-style-type: none"> <li>In the main, sequencing and organising subject matter</li> <li>Sometimes linking ideas with cohesive ties</li> <li>In the main, using suitable vocabulary</li> <li>Using clause and sentence structures with occasional lapses in accuracy</li> <li>In the main, controlling paragraphing, punctuation and spelling</li> <li>Using letter structure effectively in the presentation of text.</li> </ul>	<ul style="list-style-type: none"> <li>Unevenly sequencing and organising subject matter</li> <li>Making lapses in linking ideas</li> <li>Using basic vocabulary</li> <li>Using some clause and sentence structures, with frequent lapses</li> <li>Frequent lapses in paragraphing punctuation or spelling</li> <li>Using letter structure in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Linking some ideas with conjunctions</li> <li>Using a narrow range of basic vocabulary</li> <li>Using a narrow range of clause and sentence structures, with frequent lapses that impede understanding</li> <li>Making frequent lapses in punctuation and spelling</li> <li>Ineffective use of letter structure.</li> </ul>

## Knowledge and understanding of texts

<ul style="list-style-type: none"> <li>• Explaining/ purposefully shaping representations of people, places, events and concepts in the letter</li> <li>• Explaining/ effectively using cultural assumptions, attitudes, values and beliefs in letter</li> <li>• Explaining ways readers, listeners and viewers take up position in relation to letter</li> <li>• Making language choices to invite readers, listeners and viewers to take up positions in relation to letter</li> </ul>	<ul style="list-style-type: none"> <li>• Describing/shaping representations of people, places, events and concepts in the letter.</li> <li>• Describing/using cultural assumptions, attitudes, values and beliefs in the letter</li> <li>• Describing ways readers, listeners and viewers take up positions in relation to texts.</li> <li>• Making language choices that generally invite readers, listeners and viewers to take up positions in relation to letter</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying/unevenly shaping representations of people, places, events and concepts in the letter</li> <li>• Satisfactory use of cultural assumptions, attitudes, values and beliefs in letter.</li> <li>• Identifying some ways readers, listeners and viewers take up positions in relation to texts</li> <li>• Making language choices that invite readers, listeners and viewers to take up positions in relation to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes identifying/shaping representations of people, places, events and concepts in the letter.</li> <li>• Sometimes identifying/using attitudes and beliefs in letter.</li> <li>• Recognising that texts influence readers, listeners and viewers</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally recognising/shaping representations of people, places, events and concepts in the letter.</li> <li>• Occasionally identifying some attitudes and beliefs in texts</li> </ul>
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**COMMENTS:** \_\_\_\_\_  
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**TEACHER'S SIGNATURE:** \_\_\_\_\_

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

**RESULT:**