



*Aspley State High School*  
*Key Learning Area: English*  
*Junior Assessment Task Sheet*

**Speaking & Listening**  
**Level 6**

**Date of issue:** \_\_\_\_\_  
**Year Level:** 10

**Unit Title:** The Real World

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

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

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

**Task:**

After applying for a job from an advertisement, you are to engage in a mock **Job Interview** for the chosen position.

You will need to bring along with you a copy of your typed resume, as well as your letter of application or response to selection criteria.

You may **dress appropriately** for the job for which you are applying; otherwise you must present yourself in a clean and neat uniform.

**Context:** In response to an advertised position

**Form:** Spoken Job Interview

**Audience:** Prospective Employer

**Purpose:** To enhance career prospects by developing appropriate skills; to identify personal skills and experiences that may be beneficial in gaining employment.

**Conditions:**

- Two weeks' notice of task
- Class and home time for preparation of tasks
- When possible, access to computers will be provided

**Length:** 4 - 6 minutes

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

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.

# Criteria Checklist

*In this task, it is expected that students are working towards demonstrating aspects of the following Writing and Shaping Outcomes:*

**Cultural 6.1** Students interpret complex subject matter and comment on the appropriateness of texts for context, audience and purpose; draw together information and select details to support stance on complex issues, analyze texts, and entertain and persuade others; and participate appropriately and confidently with peers and distant audiences.

**Operational 6.1** Students use, experiment with and explain others' use of a range of generic and clause structures, cohesive devices, specialist and evaluative vocabulary, persuasive and rhetorical techniques selected in combination with a range of appropriate voice qualities, pronunciation, auditory and non verbal resources to emphasise meaning and influence audiences.

**Critical 6.1** Students identify and explain how textual representations of people, places, things, events and concepts have been shaped by discourses and work to serve particular interests and construct textual representations of people, places, things, events and concepts by drawing on competing discourses.

		Criteria	A	B	C	D	E
CULTURAL	<ul style="list-style-type: none"> <li>Reflects the knowledge, experiences, expectations related to seeking employment.</li> <li>Used the conventions of interviews to highlight your suitability for employment and draw attention to your strengths (selling yourself).</li> </ul>						
OPERATIONAL	<ul style="list-style-type: none"> <li>Evidence of preparation for interview.</li> <li>Used examples to highlight your strengths and experiences.</li> <li>Suitable introduction and avoided using slang, colloquialisms used.</li> <li>Used active listening skills to respond to questions asked.</li> <li>Used expression, body language, pitch, pace, tone and volume.</li> </ul>						
CRITICAL	<ul style="list-style-type: none"> <li>Selected subject matter, examples and experiences which are relevant to the job that you are applying for.</li> <li>Represented yourself and your experiences in particular ways that your interviewer can easily relate to.</li> </ul>						

Teacher Comment:

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Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Result: