 Assessment Task – Being a successful employee

Writing task

Outcomes

* ES11-1 a student comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
* ES11-4 a student composes a range of texts with increasing accuracy and clarity in different forms
* ES11-5 a student develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
* ES11-6 a student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

[x]  Literacy

[x]  Personal and social capabilities

Other areas of learning

[x]  Work and enterprise

Task

Part 1 (10 marks)

Answer a series of questions. In your responses, imagine you are being interviewed and write the responses you would offer.

1. What skills do you think you bring to the job?
2. What do you think is your biggest weakness?
3. How would you deal with conflict in the workplace?
4. Do you work well as an individual and as a member of a team? Explain.
5. Why should we hire you over someone else?

Part 2 (10 marks)

Complete a written report, detailing how you would deal with a problem in the workplace. In your response, you should consider rights and responsibilities, communication, and safe work practices.

Problem- Brian, 19, works at a packing factory. One day, Brian is asked by his supervisor to pick up a large box and carry it to an awaiting truck for transport. He gets to the box and realises that it is labelled heavy. Brian returns to tell his supervisor that he is unable to carry it as it is too heavy and the supervisor tells him to stop being lazy and carry the box otherwise he would be fired. When Brian goes back to his regular job, instead of taking the box to the truck, the supervisor starts swearing and threatening Brian. To avoid losing his job, Brian picks up the box and walks through the carpark to the awaiting truck, without any high-vis clothing on. Brian turns incorrectly putting the box into the truck, hurting his back, and is unable to return to work for two weeks.

Questions to assist your response:

* What should Brian have done throughout the scenario to deal with the problem?
* What should the supervisor have done throughout the scenario?
* How could Brian have improved the situation?
* What was done correctly in the scenario?
* What was done incorrectly in the scenario?

Marking Criteria

Part 1

| Marking Guidelines | Mark |
| --- | --- |
| * Effective engagement with all aspects of each question
* Demonstrates an effective understanding of appropriate language to use in an interview
* Well-developed spelling, punctuation and grammar
 | 9-10 |
| * Sound engagement with all aspects of each question
* Demonstrates a sound understanding of appropriate language to use in an interview
* Consistently spelling, punctuation and grammar
 | 7-8 |
| * Adequate engagement with all aspects of each question
* Demonstrates an adequate understanding of appropriate language to use in an interview
* Adequate spelling, punctuation and grammar
 | 5-6 |
| * Developing understanding of how to respond to questions in an interview
* Developing use of language
* Consistent errors in spelling, punctuation and grammar
 | 3-4 |
| * Section not completed
* Elementary use of language
 | 1-2 |

Part 2

| Marking Guidelines | Mark |
| --- | --- |
| * Demonstrates an effective understanding of rights and responsibilities, communication, and safe work practices
* Effective use of language appropriate to a workplace report
* Well-developed spelling, punctuation and grammar
 | 9-10 |
| * Demonstrates a sound understanding of rights and responsibilities, communication, and safe work practices
* Sound use of language appropriate to a workplace report
* Consistently correct spelling, punctuation and grammar
 | 7-8 |
| * Demonstrates an adequate understanding of rights and responsibilities, communication, and safe work practices
* Adequate use of language appropriate to a workplace report
* Adequate spelling, punctuation and grammar
 | 5-6 |
| * Developing understanding of rights and responsibilities, communication, and safe work practices
* Developing use of language
* Consistent errors in spelling, punctuation and grammar
 | 3-4 |
| * Section not completed
* Elementary use of language
 | 1-2 |