



Write a short message in English

D1.LAN.CL10.09

Assessor Manual



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& hospitality

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Table of Contents

Competency Based Assessment (CBA) – An Introduction for Assessors	1
Competency Standard	11
Oral Questions	17
Written Questions	21
Answers to Written Questions	27
Observation Checklist	33
Third Party Statement	37
Competency Recording Sheet	39

Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: WRITE A SHORT MESSAGE IN ENGLISH		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.09		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to write short messages in the workplace.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Demonstrate the ability to take messages from oral input</p> <p>1.1 Write a <i>concise, clear message</i> from oral input</p> <p>1.2 Use clear handwriting</p> <p>1.3 Include all <i>necessary information</i></p> <p>1.4 Ensure all abbreviations are clear to the reader</p> <p>1.5 Use correct spelling of names and addresses</p> <p>Element 2: Write short instructional messages</p> <p>2.1 Structure a message into a <i>logical set of instructions</i></p> <p>2.2 Ensure instructions are <i>clear and unambiguous</i></p> <p>2.3 Use <i>polite forms</i> when requesting someone to carry out a set of instructions</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to the use of manual or computerized front office systems within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Concise, clear message</i> refers to:</p> <ul style="list-style-type: none"> • Conveying the essence of the speaker's request or message • Being brief • Transcribing the spoken word into a brief message: "I'm ringing because I was wondering if Tom would be free to have lunch on Monday" should be written as: Please ring Frank re lunch on Monday. 	

Element 3: Write short messages of appreciation, apology and explanation for absence

3.1 Write a short message of thanks and *apology* to develop and maintain good working relationships

3.2 Write a short message explaining a *temporary absence*

3.3 Use *appropriate expressions* to start and finish the message

3.4 Use accurate grammar and vocabulary to express ideas

Necessary information may include:

- The speaker or caller's name
- The date and time of the call
- Action required
- The degree of urgency involved.

A *logical* set of instructions may include:

- Sequencing the order to be followed
- Starting with the first action required, ending up with the final action required

Clear and unambiguous may refer to:

- Starting a new line for each instruction
- Sequence markers are used to show the order things are to be done
- Using the imperative and active voice
- Using simple vocabulary
- Avoiding inappropriate word choice that may confuse the listener/reader.

Polite forms in English refers to:

- Including the use of please and thank you
- Writing emails not using capital letters which is interpreted as shouting: Please call me, not CALL ME.

An *apology* message may include a reason:

- I'm very sorry I won't be able to attend the staff meeting tomorrow as I have a doctor's appointment I can't change
- Thank you for covering my shift and I really appreciated it as unexpectedly, I had to take my father to the hospital.

Temporary absence refers to writing a short message of explanation:

- I have gone to the bank, will be back by 4 PM
- I have gone home because I am not feeling well.

Appropriate expressions depend on the familiarity of the people involved and may include:

- Using a more formal greeting when leaving a message for someone we don't know very well
- Using a less formal greeting for a close friend or colleague.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to write a clear, concise and courteous message
- Ability to write legibly
- Ability to spell correctly
- Ability to use correct grammar and vocabulary
- Ability to summarize main points in a message
- Ability to write short instructional messages
- Ability to write short messages of thanks
- Ability to write short apology messages
- Ability to write explanations of absence.

Linkages To Other Units

- Respond to instructions given in English
- Communicate in English on the telephone
- Read and write English at a basic operational level
- Communicate on the telephone

- Maintain quality customer/guest service
- Establish and maintain a business relationship
- Work cooperatively in a general administration environment
- Manage and implement small projects.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to write clear, concise and courteous messages
- Demonstrated ability to write instructional messages
- Demonstrated ability to write a message of thanks
- Demonstrated ability to write a message of apology
- Demonstrated ability to write a message explaining a temporary absence
- Demonstrated ability to use correct grammar and vocabulary.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people read general information texts or media in English in the workplace.

Resource Implications

Training and assessment may include access to or a simulated workplace setting; a suitably qualified English as a second language (ESL) teachers; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Writing messages from oral input
- Writing messages to suit the context
- Gap fill exercises
- Summary writing.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organizing and analysing information	2	Sequence a set of instructions logically
Communicating ideas and information	2	Write accurate messages
Planning and organizing activities	1	Ensure messages are delivered in a timely fashion
Working with others and in teams	1	Write courteous, unambiguous messages
Using mathematical ideas and techniques	1	Awareness of time constraints and degree of urgency within messages

	Solving problems	1	Ensure messages are delivered to the right person
	Using technology	2	Use a computer to send emails

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Write a short message in English D1.LAN.CL10.09
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give me four examples of informative texts or media you refer to/use in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
2. How can you identify if a text or media is 'persuasive'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Differentiate between an 'informative' text/media and 'instructional' text/media.	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the features of 'descriptive' texts/media?	<input type="checkbox"/>	<input type="checkbox"/>
5. What might you do when 'skimming' a text to obtain its main idea/gist?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What is the objective of 'scanning' a document when reading text/media?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why should you apply critical reading skills when reading workplace texts/media?	<input type="checkbox"/>	<input type="checkbox"/>
8. What is meant by 'the small print' when referring to documents used in the workplace: why is it important to be aware of the small print when you read a document?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. You are not convinced about the accuracy of the information contained in a reservation you have received/read: how might you determine whether or not the details (dates, times, numbers of people etc) are correct or not?	<input type="checkbox"/>	<input type="checkbox"/>
10. One way of proving you have understood a text is to 'paraphrase' it: what is meant by 'paraphrasing'?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Write a short message in English – D1.LAN.CL10.09

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. **When listening for important information what are two things you should do?**

2. **Write three examples of signal words?**

3. **What can make your handwriting messy?**

- a) Pen colour
- b) Writing too quickly
- c) Eating
- d) Loud music

4. **Write five examples of common information that is often important when listening to information?**

1. _____

2. _____

3. _____

4. _____

5. _____

5. Write a polite request for the command below.

Get me a towel!

6. Write a polite request for the command below.

Pick up the luggage!

7. What does the abbreviation below mean?

ASAP

8. What does the abbreviation below mean?

F&B

9. What does the abbreviation below mean?

GM

10. Write an appropriate abbreviation for.

Front Office Manager

11. Write an appropriate abbreviation for.

See you later!

12. What does OH&S mean?

- a) Overhead Hospital Support
- b) Open Home Service
- c) Occupational Safety and Health
- d) Operating Hours and Service

13. What is the NATO phonetic alphabet used for?

- a) Cooking
- b) Chatting online
- c) Saving electricity
- d) Spelling

14. Write the NATO words for these letters.

A = _____

E = _____

O = _____

X = _____

15. Put the sequence in the correct order.

Finally, cook the meat.

Then, chop into small pieces.

After that, season with salt and pepper.

First, take the meat out of the packet.

16. Write three things to make instructions clear?

a) _____

b) _____

c) _____

17. Choose the most polite request?

- a) Get me a drink!
- b) Would you mind getting me a drink, please?
- c) Drink, now!
- d) Could I have a drink?

18. Write a polite request for the command below.

Clean the floor!

19. Write a polite request for the command below.

Take out the rubbish!

20. Write a message of thanks for the situation below.

Carol worked late for you.

21. Write a message of thanks for the situation below.

Jim cleaned the kitchen floor for you.

22. Write a short message of apology from the situation below.

You forgot to clean the tables. (Adam)

23. Write three common reasons why people apologise in the workplace.

a) _____

b) _____

c) _____

24. A temporary absence is:

- a) For a long time
- b) Permanent
- c) Something that happens every day
- d) For a limited amount of time.

25. Write three common reasons for a temporary absence in the workplace.

a) _____

b) _____

c) _____

26. Write a short message to explain absence for the following situation.



27. Write a short message to explain absence for the following situation.



28. Write two appropriate ways to start a message.

a) _____

b) _____

29. Rewrite the sentence in the correct order.

Need home before o'clock. go to I five

Answers to Written Questions

Write a short message in English – D1.LAN.CL10.09

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. When listening for important information what are two things you should do?

- Recognize who the person is that is providing the information
- Understand who the message is for
- Understand the action or content of the message
- Identify the time
- Identify the urgency (urgent, not urgent).

2. Write three examples of signal words?

First, second, next, after that, finally

3. What can make your handwriting messy?

b) Writing too quickly

4. Write five examples of common information that is often important when listening to information?

Days of the week, dates, time, names, places, numbers, directions, measurements

5. Write a polite request for the command below.

Get me a towel!

Could you get me a towel, please?

6. Write a polite request for the command below.

Pick up the luggage!

Would you mind picking up the luggage, please?

7. What does the abbreviation below mean?

ASAP

As soon as possible

8. What does the abbreviation below mean?

F&B

Food and Beverage

9. What does the abbreviation below mean?

GM

General Manager

10. Write an appropriate abbreviation for.

Front Office Manager

FOM

11. Write an appropriate abbreviation for.

See you later!

CUL8TR

12. What does OH&S mean?

c) Occupational Safety and Health

13. What is the NATO phonetic alphabet used for?

d) Spelling

14. Write the NATO words for these letters.

A = **Alpha**

E = **Echo**

O = **Oscar**

X = **X-ray**

15. Put the sequence in the correct order.

- 4 Finally, cook the meat.
- 2 Then, chop into small pieces.
- 3 After that, season with salt and pepper.
- 1 First, take the meat out of the packet.

16. Write three things to make instructions clear?

- Use simple language
- Be precise
- Use specific vocabulary
- Include diagrams or pictures, if they can assist understanding
- Use point form, bullet points or numbers
- Avoid long explanations and complex sentences
- Put instructions in a logical order
- Avoid language that is confusing or unclear
- Use neat handwriting
- Use sequencing words: first, next, then, after that, finally.

17. Choose the most polite request?

- b) Would you mind getting me a drink, please?

18. Write a polite request for the command below.

Clean the floor!

Could you clean the floor, please?

19. Write a polite request for the command below.

Take out the rubbish!

Would you mind taking out the rubbish, please?

20. Write a message of thanks for the situation below.

Carol worked late for you.

Dear Carol, thanks for working late for me.!

21. Write a message of thanks for the situation below.

Jim cleaned the kitchen floor for you.

Hi Jim, thanks a lot for cleaning the kitchen floor.

22. Write a short message of apology from the situation below.

You forgot to clean the tables. (Adam)

Dear Adam, I'm sorry but I forgot to clean the tables.

23. Write three common reasons why people apologise in the workplace.

- Forgetting to do something
- Doing something the wrong way
- Not knowing how to do something
- Being late
- Getting angry
- Not communicating effectively.

24. A temporary absence is:

- d) For a limited amount of time.

25. Write three common reasons for a temporary absence in the workplace.

Going to the toilet, being sick, helping someone, picking someone up, being late, a meeting, getting something, taking a break.

26. Write a short message to explain absence for the following situation.



Dear Jim, I have gone to the toilet. Will be back soon.

27. Write a short message to explain absence for the following situation.



I have gone to get a coffee. I will be back in 5mins.

28. Write two appropriate ways to start a message.

- a) Hi
- b) Dear

29. Rewrite the sentence in the correct order.

I need to go home before five o'clock.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Write a short message in English D1.LAN.CL10.09
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Demonstrate the ability to take messages from oral input b) Write short instructional messages c) Write short messages of appreciation, apology and explanation for absence 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Demonstrate the ability to take messages from oral input		
Write a concise, clear message from oral input	<input type="checkbox"/>	<input type="checkbox"/>
Use clear handwriting	<input type="checkbox"/>	<input type="checkbox"/>
Include all necessary information	<input type="checkbox"/>	<input type="checkbox"/>
Ensure all abbreviations are clear to the reader	<input type="checkbox"/>	<input type="checkbox"/>
Use correct spelling of names and addresses	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Write short instructional messages		
Structure a message into a logical set of instructions	<input type="checkbox"/>	<input type="checkbox"/>
Ensure instructions are clear and unambiguous	<input type="checkbox"/>	<input type="checkbox"/>

Use polite forms when requesting someone to carry out a set of instructions	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Write short messages of appreciation, apology and explanation for absence		
Write a short message of thanks and apology to develop and maintain good working relationships	<input type="checkbox"/>	<input type="checkbox"/>
Write a short message explaining a temporary absence	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate expressions to start and finish the message	<input type="checkbox"/>	<input type="checkbox"/>
Use accurate grammar and vocabulary to express ideas	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Write a short message in English D1.LAN.CL10.09		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies, uses and differentiates between informative, persuasive, instructive and descriptive texts or media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses skimming and scanning reading skills to gain the gist or main ideas of a text and locate specific information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyses and identifies bias and exaggeration in a written text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads the small print in written texts to determine conditions which may apply to special offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates the accuracy of written texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizes what is read by demonstrating comprehension of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Write a short message in English	D1.LAN.CL10.09
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Demonstrate the ability to take messages from oral input						
Write a concise, clear message from oral input						
Use clear handwriting						
Include all necessary information						
Ensure all abbreviations are clear to the reader						
Use correct spelling of names and addresses						
Element 2: Write short instructional messages						
Structure a message into a logical set of instructions						
Ensure instructions are clear and unambiguous						
Use polite forms when requesting someone to carry out a set of instructions						
Element 3: Write short messages of appreciation, apology and explanation for absence						
Write a short message of thanks and apology to develop and maintain good working relationships						
Write a short message explaining a temporary absence						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Use appropriate expressions to start and finish the message						
Use accurate grammar and vocabulary to express ideas						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 