Literacy 2018 v1.0

IA2A high-level annotated sample response

July 2018

Extended response — spoken/signed

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific standards.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

5. select and use strategies to establish and maintain spoken communication in workplace and employment contexts

6. derive meaning from a range of oral texts related to the work environment.

Note: Objectives 1, 2, 3, 4, 7 and 8 are not assessed in this instrument.

Instrument-specific standards

Oral communication	
The student work has the following characteristics:	**Grade**
• selection and use of effective strategies that establish and maintain spoken communication in workplace and employment contexts • thorough explanation of the meaning that is made from familiar and some unfamiliar oral texts related to the work environment.	**A**
• selection and use of appropriate strategies that establish and maintain spoken communication in workplace and employment contexts • relevant explanation of the meaning that is made from familiar and some unfamiliar oral texts related to the work environment.	**B**
• selection and use of strategies that establish and maintain spoken communication in workplace and employment contexts • meaning is made from familiar and some unfamiliar oral texts related to the work environment.	**C**
• selection and use of aspects of strategies that establish and maintain spoken communication in workplace and employment contexts, with variable success • some meaning is made from oral texts related to the work environment.	**D**
• rare use of strategies that establish and maintain spoken communication in workplace and employment contexts, with minimal success • meaning is rarely made from oral texts related to work environments.	**E**

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Task

Context
In this topic, you have developed communication and learning skills through activities that relate to ethical behaviour in the workplace. Vlogs have also been explored as useful tools for conveying important information to employees about a workplace issue.
Task
Create a training vlog that explains a particular breach in ethical behaviour in a workplace, chosen in consultation with your teacher. This training vlog is for employees using the intranet of a company/business of your choice.

Sample response

Criterion	Result
Oral communication Assessment objectives 5 and 6	A

Transcript of sample video response

This video is available at www.qcaa.qld.edu.au/downloads/portal/media/
snr_literacy_short_course_18_ia2a_asr.mp4

Spoken/signed — Training vlog

Introduction and explanation of ethical behaviour

Student Our company has a strong reputation in innovation and expertise in computer coding. Our robots and internet gaming are second to none. We are the best. The best. And we want to continue to be regarded as the best. We have won tonnes of awards — award after award — seven years in a row now and it has been an exciting ride. But to do that, we need to always act ethically. Now what does that mean?

Well, the Merriam-Webster dictionary defines 'ethical' as 'conforming to accepted standards of conduct', which is why we have a Code of Conduct that all employees must operate under. It's best for us. It's best for you. It's best for our customers.

Explanation of Code of Conduct (familiar and unfamiliar text/s)

Student All companies have a Code of Conduct (or should) and we have consulted a wide range of experts to create our own. Some of the wording in our Code of Conduct comes from the Queensland Public Service, which states that a principle and values include doing the right thing. It talks about making sure we show 'transparency in our business dealings' and making sure that we are:

- 'committed to the highest ethical standards

- show respect towards all persons, including employees, clients and the general public

- acknowledge the primacy of the public interest and undertake any conflict of interest issue will be resolved or appropriately managed in favour of public interest

- are committed to honest, fair and respectful engagement with the community'.

Understanding what our Code of Conduct says is a part of your contract with us because it sets a certain standard of behaviour.

Explanation of breaches in ethical behaviour

Student Three common issues in ethical behaviour include the misuse of company time, abusing others and theft. This training vlog is about our company's code of honesty, integrity and transparency and how a breach in ethical behaviour is unacceptable.

One scenario, which would be regarded as a breach in ethical behaviour, would be stealing someone else's computer coding. We must write our own. That is why we have expert coders on our floor. Stealing someone's coding means a breach because we won't have conformed to our code. It would show a complete lack of respect for the coder we stole from, as well as our customers, who would probably recognise the difference between

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them and us, anyway. It would also mean that we have been the exact opposite of honest and that we haven't engaged with the community fairly.

Coding is a unique form of writing that creates a company signature, so it is important that we do it right. It is a brand name. It is a reflection of who we are, a company dedicated to improving the future of gaming and virtual reality.

Explanation of ramifications and preventative measures

Student   Two ramifications of such a breach include:

- our company being fined $2 million

- losing our licence

- our reputation being shot to bits and people losing faith in us

- going bankrupt.

Some of our owners could even end up in jail.

Given the seriousness of these ramifications, it is important that we prevent them from happening. This can be done in many ways. Several ways include:

- listening to our conscience and rejecting the temptation to steal other people's brilliance

- believing in ourselves — we have one of the best teams in the country of Oz

- knowing that if you come across any obstacles or issues that you can't solve by yourself, know that you should be going and seeing your supervisor who is paid to support you and help you work out a way to fix it.

Explanation of company position

Student   On a personal note, if it comes to our attention that someone has done this, we will have to take it very seriously. It is possible that we will have to impose disciplinary measures, which may mean sacking that person. That then has the potential of ruining a future in this career, which would be horrible.

Conclusion

Student   So, in conclusion, do not steal other people's computer coding. It breaks the rules in our Code of Conduct and will have serious consequences for you.

We are the best in the business and to stay that way, we have to be ethical in our dealings with everyone. Do not steal!

Commentary

The commentary shows the match to the standard descriptors of the instrument-specific standards.

Criterion: Oral communication

selection and use of effective strategies that establish and maintain spoken communication in workplace and employment contexts [A]

The student has used effective strategies that are informed by an understanding of the purpose of the task — to establish and maintain oral communication about a breach in ethical behaviour with an audience of vlog viewers who are employees of a progressive, unconventional technological company, by

- using a range of formal and informal language, including symbolism (e.g. hand-drawn diagrams on whiteboard) that suits the audience and context, particularly in establishing a formal but relatable position (e.g. 'Our company has a strong reputation', 'Three common issues in ethical behaviour include…' and 'in the country of Oz')

- using effective language choices to convince trainees that the company is a successful and professional business and that abiding by the Code of Conduct is important — a strong relationship between these two ideals is established and maintained

- emphasising that breaches have serious ramifications, e.g. uses examples in an easy-to-understand list — $2 million fine, losing licence

- using evocative language to evoke feelings and action, e.g. 'rejecting temptation', 'ruining', 'believing in ourselves'

- using instructional language, e.g. 'do not steal' and 'seeing your supervisor who is paid to support you'

- using a coherent structure with clear ideas that establish purpose and facilitate viewer comprehension.

The student uses language features appropriate to the mode, including:

- effective spoken features

  - pronunciation is used with minimal errors

  - audibility, clarity, volume and pace are used for effect throughout the vlog (even though some words occasionally incorporate staccato and there is some ineffectual pausing), overall, vocal intonation and pace produces the intended result, i.e. explaining the seriousness of stealing computer code, which is a breach in ethical behaviour, and thereby achieving the speaker's purpose

  - emphasis is evident — repetition is used and clear messages are delivered, e.g. 'It breaks our rules' and 'we have to be ethical'

- nonverbal features

  - nonverbal features are evident, e.g. facial expressions, gestures

  - physical movement and stance and a range of props are used to emphasise the message, e.g. laptop, tablet, bars to reflect a jail

  - reading of the script is apparent throughout the presentation and even though eye contact is not always sustained, connection with viewers is established in multiple key places

- complementary features

    – an effective use of a range of strategies is evident on balance, including the use of different locations, postures and delivery modes

    – an appropriate text font has been used on balance; although sometimes, words appear in places that may be difficult to read

Summary

The student effectively integrates modes (visual, spoken and realia) to form an effective training vlog that conveys the intended message and successfully achieves the purpose of the task.

relevant explanation of the meaning that is made from familiar and some unfamiliar oral texts related to the work environment [B]

The student makes meaning by providing

- sources, e.g. definitions (Meriam–Webster) and the Queensland Public Service's *Code of Conduct*

- relevant explanations about ethical behaviour, e.g. 'accepted standards of conduct' and 'doing the right thing'

- relevant explanations of the *Code of Conduct* and breaches in ethical behaviour, e.g. 'principle and values' and 'three common issues in ethical behaviour include the misuse of company time, abusing others and theft'

- relevant explanations about the ramifications of breaches in ethical behaviour and stating preventative measures, e.g. 'Some of our owners could even end up in jail' and 'listening to our conscience'

- relevant explanations of the company's position, e.g. 'On a personal note, if it comes to our attention that someone has done this, we will have to take it very seriously' and 'we have to be ethical in our dealings'.

Summary

There is relevance in the selection of subject matter and the vlog achieves its purpose of providing information about a breach in ethical behaviour; in this case, the stealing of computer code.