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| Literacy 2025 v1.1Topic 2: Workplace contexts Internal assessment BSpoken responseThis template is supplied by the QCAA to assist and support teachers in planning and developing assessment instruments for Literacy for individual school settings.Schools develop extended response internal assessments based on the learning described in Topics 1 and 2 of theLiteracy Short Coursesyllabus.Title: Copyright indicator - Description: Creative Commons (CC) icons This template is © State of Queensland (QCAA) 2025**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **| Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) |

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|  |  [Insert school name here] |
| Student name: [Student name] | Student number: [Student number] |
| Teacher name: [Teacher names] |
| Date handed out: [Date handed out] | Date due: [Date due] |

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| Subject | Literacy |
| Technique | Multimodal response |
| Topic | 2: Workplace contexts |

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| Conditions |
| Genre | Reflective vlog  | Length | Up to 6 minutes |
| Audience | Visitors to a website focused on personal and professional development in the workplace — either a student-selected website or a teacher-provided website. |
| Resources available | * Software for creating vlogs
* Class-studied resources
* Laptops.
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| Context |
| In this topic, we have explored personal development in the workplace and how we are continually learning on the job, e.g. developing communication skills, organisational abilities and relating to others. We have also explored different types of vlogs where people reflect on experiences and situations across a wide range of places and/or life moments, and the learnings they have gained from these experiences. |
| Task |
| Create a reflective vlog describing a situation and/or experience (between 1–3) that opened your mind to new learnings/understandings about a specific skill or behaviour in the workplace, for example:* being able to communicate effectively
* giving and receiving feedback
* time management
* teamwork
* critical thinking
* planning and organising
* adaptability
* self-regulation
* avoiding conflict whilst still expressing a viewpoint.

You may engage with the workplace in general or choose a specific industry or employer. In this reflective vlog, describe: * your particular worksite — is it the workplace in general, a specific industry, or a particular employer?
* the specific skill or behaviour you are focusing on
* situations and/or experiences (between 1–3) that led to new learnings about this specific skill or behaviour
* reasons why this specific skill or behaviour is important
* visual elements, e.g. images, video footage.

Refer to 1–2 key points from each required familiar and unfamiliar text. |
| To complete this task, you must: |
| * use the class-provided vlog creator to produce your own reflective vlog about your specific skill and/or behaviour
* edit your work to ensure accurate spoken expression, e.g. vocabulary, tone, pausing for effect, gestures (if used), expressiveness in your voice to capture your audience’s attention
* select visual elements with care, ones that help your viewers understand your thinking and encourage them to empathise with you
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| Familiar and unfamiliar texts |
| In your reflective vlog, refer to the following texts to show your knowledge of your specific skill or behaviour in your selected workplace context to enhance the validity of your ideas:* familiar text — class-studied text about the importance of specific skills and behaviours in workplaces
* unfamiliar text — one text about the importance of learning from our experiences (from the teacher-provided list).
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| Draft due\_\_\_/\_\_\_/\_\_\_ **Note:** Please provide your written script and a draft of your reflective vlog for feedback on your use of multimodal elements, including your spoken delivery. |
| Final due\_\_\_/\_\_\_/\_\_\_ **Note:** Please provide your written script and the final version of your reflective vlog. |
| Authentication strategies |
| * The teacher will provide class time for task completion.
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| * Students will produce sections of the final response under supervised conditions.
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| * The teacher will collect copies of your response and monitor at key junctures.
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| * The teacher will collect and annotate a draft.
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| * Students must acknowledge all sources.
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| * Students must submit a declaration of authenticity.
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## Instrument-specific standards

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| **Speaking** |
| The student work has the following characteristics: | Grade |

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| * effective use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive
* effective use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes
 | **A** |
| * appropriate use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive
* appropriate use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes
 | **B** |
| * use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive
* use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes
 | **C** |
| * simple identification of basic facts and ideas in familiar texts about personal identity or workplace contexts
* use of aspects of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts, with variable success.
 | **D** |
| The student response does not match any of the descriptors above. | **E** |