

## Interview with a TAFE counsellor: further study

<b>This task set contains:</b> Teacher instructions Answer key Tapescript Learner response sheet	<b>Marking and feedback to learners</b> When marking the learners' responses please adhere strictly to any answer key provided in the task set. As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback.
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### Learning Context

*Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.*

### Assessor instructions for administering the task

1. Cue the recording.
2. Hand out the answer sheet.
3. Explain to learners what they will have to do by using the Assessor script.

## Assessor script:

*This is an assessment task to demonstrate your understanding of a casual conversation. Write your name and the date on the answer sheet. [Give learners time to complete.] You will hear two students having a conversation. Listen to the conversation and answer the questions on your answer sheet. You can write your answers but if you want to give your answers verbally, raise your hand now. [Take learner aside to make arrangements for answering verbally.] You will hear the conversation 3 times. Your answers don't have to be complete sentences and they can contain errors in grammar or spelling, but your meaning must be clear. To achieve this learning outcome, you need to answer questions 1 and 3 and 5 correctly. You must answer 4 questions correctly out of questions 2, 4, 5, 7, 8. You may use a dictionary, if you like. You now have 2 minutes to read the questions. [Wait 2 minutes.] You will now hear the conversation for the first time. Listen and write answers to the questions. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the conversation for the second time. Listen and write your answers on the answer sheet. [Play the recording.] You now have 30 seconds to check your answers. [Wait for 30 seconds and recue the recording during this time.] You will now hear the recording for the third and final time. Listen and complete your answers. [Play the recording.] You now have 30 seconds to check and complete your answer sheet. [Wait 30 seconds.] Please put your pens down. I will now collect your answer sheets. [Collect all answer sheets.]*

## Conditions for assessment

1. Allow learners to use dictionaries.
2. The listening text will be played three times as per assessor script above.
3. The interview contains an opening and closing. It contains at least 6 standard interviewer and interviewee questions. It is between two people, face-to-face or on the phone. It may contain some numerical information.
4. The listening text is approximately 2 minutes in duration. It is on a familiar and relevant topic. It is on audio or video. It is spoken at average speed.
5. Responses may be spoken or written. If responses are to be spoken, assessor must record the responses on the learner's answer sheet.
6. During the 2 minute reading time, assessor may paraphrase the questions on the answer sheet and clarify the vocabulary on the response sheet.
7. Learners may not ask for assistance with vocabulary or with writing responses during the assessment.

## Transcript

**Counsellor: Hello Lina, take a seat. How can I help today?**

Lina: Hi, thank you. Well, I'd like to get some information. I'm just finishing my CSWE III course here at TAFE.

**C: Ah, and what next?**

L: I really want to go to uni and get an accounting degree, as soon as possible. What would be the best way?

**C: Hmm, ok. Have you done accounting before, in your mother country?**

L: No, but at school I liked maths.

**C: Ah. What kind of schooling did you have?**

L: Well, I went to school until I was fourteen.

**C: Right, so going to uni would be new for you. It's really good that you've focused on your English skills first.**

L: Yes, it's scary. How can I know if my English is good enough?

**C: Well, firstly, you'd need an approved pathway to enter uni. For example, you could do a Tertiary Preparation Course here at TAFE, that's the TPC, or an Enabling course at the Uni. They would make you eligible, sure. But importantly, for your English, you'd get an idea of how your English measures up, especially for uni.**

L: Ok, that sounds good.

**C: And would you do the entry course full time or part time?**

L: Hmm, well, I want to finish as quickly as possible. But maybe part time to start with. Then I can work a little bit more slowly when I am reading and writing.

**C: I'll give you the brochures.**

L: Thanks. And another question please: how can I know more about working in this job?

**C: Have you thought about starting with a Certificate III or Certificate IV in Accounting? They would give you work experience,**

**and practice with the language. And with those qualifications, you could even be working part time and earning money in the accounting field if you do go on to uni.**

L: Oh, I didn't think of that. Can I have some information about those courses too please?

**C: And what do you know about help with fees, and income?**

L: Nothing yet. I'll think about that when I've decided what to do, thanks.

**C: Sure. Is there anything else I can help you with now?**

L: No, this is enough for now. Thank you.

**C: A pleasure. All the best.**

L: Thank you. Goodbye.

## Answer key

Note that responses need not be grammatically correct or in sentence form, but errors must not interfere with meaning.

1. studying accounting
2. CSWE III
3. schooling
4. TPC ; Enabling course
5. finding out about accounting work
6. so that she can work more slowly when reading and writing
7. Certificate (III or IV)
8. Nothing (yet)

Name of learner \_\_\_\_\_ Date \_\_\_\_\_

**Task Instructions:** Listen to the recording and answer the questions. You will hear the recording three times.

1. Tick the correct answer. This interview is about:

- school
- Enabling courses
- Studying accounting
- University fees.

2. What course is Lina about to finish? \_\_\_\_\_

\_\_\_\_\_

3. Tick the correct answer. The counsellor asks Lina about her:

- mother country
- schooling
- pathway to uni
- income

4. What are the two pathways to university entry that the counsellor mentions? \_\_\_\_\_

\_\_\_\_\_

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5. Tick the correct answer. Lina asks the counsellor about:

- being scared
- part time study
- finding out about accounting work
- fee help

6. Why does Lina think she will do the entry course part time?

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7. What other kind of accounting qualification does the counsellor suggest that Lina had not thought about before?

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8. What does Lina know about help with fees and income?

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*This is the end of the assessment task*

Name of learner \_\_\_\_\_ Date \_\_\_\_\_

<b>For teachers/assessors only</b>	
The learner:	Assessor ticks questions answered correctly and ticks outcomes achieved.
1.1 identifies the purpose of the interview.	Qu. 1 <input type="checkbox"/> <span style="float: right; border: 1px solid black; padding: 2px;">1.1 <input type="radio"/></span>
1.2 demonstrates understanding of questions.	Qu. 3 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> Both of these must be correct. <span style="float: right; border: 1px solid black; padding: 2px;">1.2 <input type="radio"/></span>
1.3 demonstrates understanding of specific information given by speakers.	Qu. 2 <input type="checkbox"/> Qu. 4 <input type="checkbox"/> Qu. 6 <input type="checkbox"/> Qu. 7 <input type="checkbox"/> Qu. 8 <input type="checkbox"/> Four of these must be correct in order to demonstrate 1.3. <span style="float: right; border: 1px solid black; padding: 2px;">1.3 <input type="radio"/></span>

Outcome of task:	Date:
Name and signature of assessor:	
Name and signature of learner:	