

Bus Problems

This task set contains:

Teacher instructions
Learner card
Learner response sheet

Marking and feedback to learners

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.

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. Explain to learners what they will have to do, i.e., read the learner card and write a formal letter/email on the sheet provided.
2. Give the learners the learner card and response sheet.
3. Say: *You may write a draft first. You must write at least two paragraphs. You may use a dictionary and a spell checker. Some grammatical errors may occur but these must not interfere with the intended meaning.*
4. Collect prompt cards and response sheets from learners once they have completed the task.

Conditions for assessment

1. Dictionaries and spell checkers may be used.
2. Give learners sufficient time to plan and write the task.
3. Assessor may assist learners by paraphrasing the information on the learner card.
4. Text may be typed or handwritten legibly.

Assessment criteria

See Assessor/Teacher table with criteria below. Note:

1. Some errors may occur but these must not interfere with the intended meaning.
2. Letter/email must contain at least two paragraphs in the body of letter/email.
3. Some grammatical errors may occur but these must not interfere with the intended meaning.

Name of learner _____ Date _____

For teachers/assessors only	
The learner:	Assessor writes notes on performance and ticks box if criteria achieved.
1.1 writes a coherent letter/email.	<input type="checkbox"/>
1.2 uses conventional layout for email.	<input type="checkbox"/>
1.3 stages text appropriately (intro, points and elaboration, concluding statement).	<input type="checkbox"/>
1.4 writes paragraphs which clearly express objective information about topic.	<input type="checkbox"/>
1.5 provides information/supporting evidence, request action.	<input type="checkbox"/>
1.6 uses grammatical structures appropriate to formal language.	<input type="checkbox"/>
1.7 uses vocabulary appropriate to formal register.	<input type="checkbox"/>
1.8 uses punctuation to support meaning.	<input type="checkbox"/>
1.9 spells all words correctly.	<input type="checkbox"/>

For teachers/assessors only	
Outcome of task:	Date:
General notes/feedback:	
Name and signature of assessor:	
I read and understood the instructions. The writing task is all my own work. I have received feedback on my work.	
Name and signature of learner:	

Learner card

You are studying at Sunnyville University. You want to help the environment by using public transport, but the morning peak hour number 100 buses to the Sunnyville campus are so crowded that by the time the bus gets to your stop, passengers are not let on. Write a letter or email to the bus company. Explain the problem and ask for a solution. This may include making a suggestion.

Write to:

Sunnyville Bus Company
15 Light Road
Sunnyville NSW 2099

Email: enquiries@sunnyvillebus.com.au

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