## Task Cover Sheet

| Student Name |  |
| Address |  |
| Postal Address (if Different to Above) |  |
| Phone |  |
| Email |  |

### Dates
- Issued: / /  
- Submitted: / /  

### Testing Mode (Please Circle)
- Orally Administered – Written by Assistant
- Orally Administered – Written by Applicant
- Independent

### Assessed By

### Introduction
The Pre-Training Assessment ensures that Campaspe College of Adult Education:
- Understands your objective for completing the course
- Explores your current competencies that relate to the course.
- Discussed the opportunity to have your current competencies assessed through Recognition of Prior Learning (RPL)
- Ensures your Language, Literacy and Numeracy skills suit the learning and assessment strategies.

### How to Complete the Pre-Training Assessment

#### Everyone:
- Please Complete Page 2-4

#### If you are applying for a:
- **Certificate I or Foundation Skills Level Course:** Please Complete Pages 5-6
- **Certificate II Level Course:** Please Complete Pages 5-10
- **Certificate III Level Course:** Please Complete Pages 7-15
- **Certificate IV or Diploma Level Course:** Please Complete Pages 11-22

#### Special Instructions for those completing Aged Care / HACC
Please also complete the **Numeracy** sections regarding time on pages 6 and 10.
### All About YOU!

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What year did you last attend a School, RTO, TAFE or University?</td>
<td></td>
</tr>
<tr>
<td>What was the name of the School, RTO, TAFE or University?</td>
<td></td>
</tr>
<tr>
<td>What is the HIGHEST qualification you have earned? (ie. Year 9 / Certificate II in ... / Bachelor of ...)</td>
<td></td>
</tr>
<tr>
<td>Please tick if you have accessed any of the following forms of support.</td>
<td></td>
</tr>
<tr>
<td>O Psychologist</td>
<td></td>
</tr>
<tr>
<td>O Social Worker</td>
<td></td>
</tr>
<tr>
<td>O Welfare Coordinator</td>
<td></td>
</tr>
<tr>
<td>O Careers Teacher</td>
<td></td>
</tr>
<tr>
<td>O Pastor / Chaplain</td>
<td></td>
</tr>
<tr>
<td>O Mental Health</td>
<td></td>
</tr>
<tr>
<td>O Other:</td>
<td></td>
</tr>
<tr>
<td>Confiding that you have accessed these services will not contribute toward disqualifying you from a course (unless this is a legal requirement). If reports were made, CCAE would appreciate being able to access these for the benefit of your education. Copies of these records will be stored and kept confidential for the duration of your course and destroyed upon your completion or withdrawal.</td>
<td></td>
</tr>
<tr>
<td>Have you had any learning difficulties, disabilities or barriers to accessing education?</td>
<td></td>
</tr>
<tr>
<td>What subjects did you enjoy during primary and high school?</td>
<td></td>
</tr>
<tr>
<td>What subjects did you not enjoy during primary and high school?</td>
<td></td>
</tr>
<tr>
<td>Why have you decided to return to education?</td>
<td></td>
</tr>
<tr>
<td>What do you hope to achieve at CCAE?</td>
<td></td>
</tr>
</tbody>
</table>
This chart helps you determine your learning style; read the word in the left column and then circle the answer the questions in the successive three columns to see how you respond to each situation. Your answers to may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style. Adapted from Colin Rose (1987). Accelerated Learning.

<table>
<thead>
<tr>
<th>When you...</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinaesthetic &amp; Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spell</strong></td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
</tr>
<tr>
<td><strong>Talk</strong></td>
<td>Do you sparingly but dislike listening for too long? Do you favour words such as see, picture and imagine?</td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch and hold?</td>
</tr>
<tr>
<td><strong>Concentrate</strong></td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td><strong>Meet someone again</strong></td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td><strong>Contact people on business</strong></td>
<td>Do you prefer direct, Face-to-face, personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Do you like descriptive scenes or pause to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or hear the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
</tr>
<tr>
<td><strong>Do something new at work</strong></td>
<td>Do you like to see demonstrations, diagrams, slides or posters?</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td><strong>Put something together</strong></td>
<td>Do you look at the directions and the picture?</td>
<td>Do you listen to instructions from someone who knows best and then have a go?</td>
<td>Do you ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td><strong>Need help with a computer application</strong></td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you call the help desk, ask a colleague or growl at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
</tr>
</tbody>
</table>
1. What are your Expectations? What do you hope to gain from undertaking this qualification?

__________________________________________________________________________________
__________________________________________________________________________________

2. List any previous experiences and current competencies: One way we can make a judgement on your current competencies is to consider your job roles and your work history in relation to the course you are intending to undertake. Please write a brief description of your current position and work history, describing your roles and responsibilities (or attach a CV or Position Description)

__________________________________________________________________________________
__________________________________________________________________________________

3. Professional Development - what work related training, or professional development, have you participated in the last three years?

__________________________________________________________________________________
__________________________________________________________________________________

4. Prior Qualifications – Please list any qualifications or statements of attainment your previously gained or are currently studying (attach copies)

__________________________________________________________________________________
__________________________________________________________________________________

5. Recognition of Prior Learning – RPL is the acknowledgement of skills and knowledge obtained through:
   - Formal training or study, including courses at school, College, Adult Education and training programs at work
   - Work experience, including paid and volunteer work
   - Life experience, including skills attained through leisure pursuits such as musical, mechanical or linguistic abilities.

RPL recognizes this prior knowledge and experience and measures it against the course in which students are enrolled. A student possessing some of the skills and/or knowledge taught in the course may not need to complete all of its units.

You will receive a course outline for the qualification you are intending to undertake. If you believe that you may hold some of the competencies described in the course outline, you can apply RPL.

__________________________________________________________________________________
__________________________________________________________________________________

__________________________________________________________________________________
Certificate I and Foundation Skills Applicants – Start Here
Certificate II Applicants – Start Here

Learning ACSF Level 1

Name two short term learning goals do you wish to achieve in the next 12 months (these do not have to be related to Campaspe College of Adult Education)?

1. _________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

2. ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

Who might be able to help you to achieve these goals?

   ___________________________________________________________________________
   ___________________________________________________________________________

What key rule would you have in your classroom or work space? Why is this important?

Rule: _____________________________ Why? _______________________________________
   ___________________________________________________________________________

What things could become barriers to you completing the course you are applying for?
   ___________________________________________________________________________

Reading ACSF Level 1

Hey m8. Can u plz get a loaf of bread n sum cereal on ur way home. Thanx

Please rewrite the text above using correct spelling and grammar.
   ___________________________________________________________________________

When would you be likely to see information written like this?
   ___________________________________________________________________________
Writing ACSF Level 1

Please write a 100 word piece about who you are and what makes you tick. Be sure to use appropriate spelling and grammar and use as much of your vocabulary as you can.

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Numeracy ACSF Level 1

Please write out the following numbers.

231  ____________________________________________

42.5  ____________________________________________

104  ____________________________________________

Tell the following times based on the first two being in the morning and the third one being in the afternoon. For example write “ten minutes past eight am” for 8:10.

10:35  4:12  12:30

____________________  ____________________  _______________
**Certificate I and Foundation Skills Applicants – Finish Here**

**Certificate II Applicants – Please Continue**

**Certificate III Applicants – Start Here**

**Learning ACSF Level 2**

Complete a *SWOT Analysis* based on your academic

<table>
<thead>
<tr>
<th>S – Strengths: What do you believe that you are best at?</th>
<th>W – Weaknesses: What things will you need to improve on throughout the course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O – Opportunities: What chances do you believe you will have at CCAE to improve?</th>
<th>T – Threats: What things might affect your ability to finish your course at CCAE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Put together at least two questions that you have for our trainers regarding your application to our courses. Your trainer will answer these during your enrolment interview.

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___________________________________________________________________________
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___________________________________________________________________________
___________________________________________________________________________
Reading ACSF Level 2

Please read the following poster and answer the questions on the following page.

5 Moments for HAND HYGIENE

1. BEFORE TOUCHING A PATIENT
   - When: Clean your hands before touching a patient and their immediate surroundings.
   - Why: To protect the patient against acquiring harmful germs from the hands of the HCW.

2. BEFORE A PROCEDURE
   - When: Clean your hands immediately before a procedure.
   - Why: To protect the patient from harmful germs (including their own) from entering their body during a procedure.

3. AFTER A PROCEDURE OR BODY FLUID EXPOSURE RISK
   - When: Clean your hands immediately after a procedure or body fluid exposure risk.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

4. AFTER TOUCHING A PATIENT
   - When: Clean your hands after touching a patient and their immediate surroundings.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

5. AFTER TOUCHING A PATIENT’S SURROUNDINGS
   - When: Clean your hands after touching any objects in a patient’s surroundings when the patient has not been touched.
   - Why: To protect the HCW and the healthcare surroundings from harmful patient germs.

Adapted from

Hand Hygiene Australia
www.hha.org.au

World Health Organization

Version/Date | 2.1 22/03/2016 | 2.2 19/04/2016
Campaspe College of Adult Education | S:\Templates\New training review\Pre Train Assess Update V2.docx
What are the key messages that this text is trying to convey (get across to the reader)?

1. _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________

2. _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________

Explain why this information is presented as a poster rather than as a body of text. Consider the audience of the text and their possible limitations.

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Writing ACSF Level 2

Write an email to your employer explaining your need for a sick day and your return date to work. Please be sure to include all necessary information and use correct email layout.

To: manager@myjob.com.au; hr@myjob.com.au

Subject: ________________________________________________________________
___________________________________________________________________________
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**Numeracy ACSF Level 2**

Convert the following between decimals, fractions and percentages. An example has been provided on the first line. For fractions, try to make the fraction as simple as possible as the first line demonstrates.

<table>
<thead>
<tr>
<th>Decimals</th>
<th>Fractions</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>(\frac{50}{100}) or (\frac{1}{2})</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>(\frac{23}{100})</td>
<td></td>
</tr>
<tr>
<td>0.8</td>
<td>(\frac{1}{4})</td>
<td>105%</td>
</tr>
<tr>
<td>1.0</td>
<td>(\frac{1}{4})</td>
<td></td>
</tr>
</tbody>
</table>

Please draw the following times on the clocks. The first example has been done for both the worded and numerical examples.

- 4pm
- 3:25pm
- 8:20pm
- 9:40pm
- Four o’clock
- Seven thirty
- A quarter past five
- Ten minutes to eleven
Learning ACSF Level 3

Describe the pathway that you will need to take in order to begin the career you are working toward. Please include any formal and informal qualifications, skills and knowledge that you will need to acquire before beginning your career and any learning you believe will need to be done on the job. This could include certificates, diplomas and degrees; professional and/or personal development and any online or hard-copy resources that you could access.

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Choose the case study that is most appropriate for the course you are applying for and on the following page describe what you would do, who will be affected and who the audience is for any document you may need to create (do not write out the document as this is a part of the next section). Please also include any details that you believe would be pertinent to the situation.

Case Study One (Aged Care/HACC)
Mr B, who had lived in a hostel for 5 years, found himself in an awkward situation. Mr B had lodged a complaint with the nurse in charge because he had been told by staff that from the following week he would not be able to have a cup of tea at 6am and 7pm. This service had been provided to him ever since he had lived at the aged care facility. Every morning Mr B would wake up and turn on his favourite radio program, the cup of tea acted as a stimulant and made him alert. At the age of 99 he had never missed out!

Case Study Two (Youth/Children’s Services)
A young girl in residential care facility has reported to you the inappropriate advances of one of your colleagues. You report this issue to your supervisor (not the one being reported) and they inform you that the client has made these reports in the past and that they have been fabricated to “get a bit of attention” and that you should ignore her. The young girl has shown no outward sign of being affected by the advances and you overhear her joking about it with one of her peers not long after your initial report to the supervisor.

Case Study Three (Hospitality)
A fridge with thousands of dollars’ worth of stock has been sitting around 7°C for the entire weekend. You notice that there is not much in the way of what you believe to be perishable goods and nothing appears to have been spoilt barring some cheese that only has a bit of mould in one of the corners. The owner of the business, who has owned the restaurant for twenty three years, believes that the food will be fine as long as you dispose of the cheese.

Case Study Four (IDMT/Business)
Your office that you work in is high paced during the low periods and frantic when the deadlines get tight. You are positioned in a cubicle near the photocopier and are constantly bombarded by the air-conditioner in summer and the heater in winter. You are constantly distracted by other workers barging past and leaving their copying on your desk. You have also started to notice that you are having regular migraines and have needed to have four sick days in the last two months, affecting your performance and your standing in the manager’s eyes.
Case Study Number: ___________
Writing ACSF Level 3

Please write a document that is relevant to the case study you have chosen. It can be in any appropriate format (email, report, file note etc.) and must address the audience that you stated in the “Reading” section of this assessment.
Numeracy ACSF Level 3

Using the map below as a guide, give written instructions on how to get between the following locations including directions, distances, obstacles, short-cuts, landmarks they will pass and any other descriptive information you see as being relevant. If you are not familiar with Echuca, please note this when you begin to write your instructions.

McDonald’s – Echuca Moama & District Tourism – Coles – Echuca Station (Echuca)
Learning ACSF Level 4&5

Please consider the following statement, “It is important to make mistakes during the learning process” and analyse why this is true, how it applies to your strengths and weaknesses and what impact it will have on your current and future goals and expectations of the industry you are looking to enter.

Your answer should be written in paragraph format, sticking to one idea per paragraph.

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Pre-Training Assessment – 2016
103-109 Hare Street, Echuca VIC 3564

Reading ACSF Level 4&5

Please read the following piece and answer the questions over the page.

**Lev Vygotsky**

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory.

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, "learning is a necessary and universal aspect of the process of developing culturally organised, specifically human psychological function" (1978, p. 90). In other words, social learning tends to precede (i.e. come before) development.

Vygotsky believes that young children are curious and actively involved in their own learning and the discovery and development of new understandings/schema. However, Vygotsky placed more emphasis on social contributions to the process of development, whereas Piaget emphasized self-initiated discovery.

According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor. The tutor may model behaviours and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalises the information, using it to guide or regulate their own performance.

Shaffer (1996) gives the example of a young girl who is given her first jigsaw. Alone, she performs poorly in attempting to solve the puzzle. The father then sits with her and describes or demonstrates some basic strategies, such as finding all the corner/edge pieces and provides a couple of pieces for the child to put together herself and offers encouragement when she does so. As the child becomes more competent, the father allows the child to work more independently. According to Vygotsky, this type of social interaction involving cooperative or collaborative dialogue promotes cognitive development. He called this “zones of proximal development”, which is demonstrated below.
1. In your own words, describe Vygotsky’s ‘Social development theory.’
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Do you agree with Vygotsky that ‘learning can precede development’ or Piaget’s contention that ‘development must occur before learning can begin?’ Explain your answer.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. Describe what the graph on the previous page is trying to illustrate. Use only one to two sentences of 50 or less words.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. Describe a time where you have either been the ‘tutor’ or the ‘teacher’ in a similar scenario to the jigsaw puzzle anecdote. How did you feel throughout the process?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Writing ACSF Level 4&5

Choose one of the following theories and format your belief using higher-order thinking (not just answering yes or no, but exploring the complexities of the statement within the context of societal norms) as well as complex language and . You will be assess on how well you can support your argument, not the argument itself.

Statement One (Community/Children’s Services): “Millennials are inappropriately entitled and out-of-touch with the realities of society and the workforce.”

Statement Two (Aged Care/HACC): “The age of entitlement is over. The aged-pension and most social welfare need to be phased-out.”

Statement Three (Business/Finance): “Workers should be entitled to higher rates of pay based on age and experience, not on their work output or quality.”
Numeracy ACSF Level 4&5

1. Next to the circle below, label and draw a freehand 1:2 and 1:3 scale version.

\[ \begin{array}{cc}
1:2 & 1:3 \\
\end{array} \]

Describe what technique(s) you used to make your estimate more accurate.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Draw the following two-dimensional and three-dimensional shapes.
   a. Square based triangle
   b. Hexagon
   c. Cube
   d. Equilateral triangle

3. When have you used algebra (the substitution of numbers for either letters or other symbols) in your everyday life; either in your head or written down on paper? This can be pay sheet, log books etc. Give an algebraic representation of the situation using the appropriate symbols and work out the final answer.
4. Global “Gross Domestic Product (GDP)” per square kilometre of landmass. GDP is a measure of how much money is made from a particular part of the world, usually referring to the wealth generated by nations through trade and business transactions. Below is a global GDP map based on regions of the world on a per square kilometre basis.

![GDP Density Map](GDP_Density.png)

a. Which parts of the world (excluding the Americas) have the highest GDP per kilometre? How did you come to this answer?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

b. Where in Australia has the highest GDP per kilometre? Why do you believe these places have higher GDP/km than other places in Australia?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________

OFFICE USE ONLY

Assessor: Complete the Australian Core Skills Framework grid below.

<table>
<thead>
<tr>
<th>FIVE LEVELS OF PERFORMANCE</th>
<th>SUPPORT</th>
<th>CONTEXT</th>
<th>TEXT COMPLEXITY</th>
<th>TASK COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Works alongside an expert/mentor where prompting and advice can be provided</td>
<td>Highly familiar contexts</td>
<td>Short and simple</td>
<td>Concrete tasks of 1 or 2 steps Processes include locating, recognising</td>
</tr>
<tr>
<td></td>
<td>Concrete and immediate Very restricted range of contexts</td>
<td>Short and simple</td>
<td>Processes include locating, recognising</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>May work with an expert/mentor where support is available if requested</td>
<td>Familiar and predictable contexts Limited range of contexts</td>
<td>Simple familiar texts with clear purpose Familiar vocabulary</td>
<td>Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Works independently and uses own familiar support resources</td>
<td>Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts</td>
<td>Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary</td>
<td>Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Works independently and initiates and uses support from a range of established resources</td>
<td>Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts</td>
<td>Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism</td>
<td>Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highly complex texts Highly embedded information Includes highly specialized language and symbolism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Autonomous learner who accesses and evaluates support from a broad range of sources</td>
<td>Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts</td>
<td>Highly complex texts Highly embedded information Includes highly specialized language and symbolism</td>
<td>Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending</td>
</tr>
</tbody>
</table>
Additional Language, Literacy, Numeracy assistance required to achieve competency?
YES □ NO □
If yes, what support will be provided?

<table>
<thead>
<tr>
<th>Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy (Reading, Writing, Oral Comm.)</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
</tbody>
</table>

Broad Foundation Program alignment with ACSF levels

<table>
<thead>
<tr>
<th>ACSF Level</th>
<th>Program</th>
<th>Code</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- Level</td>
<td>LLN skills development</td>
<td>ACFE A-Frame</td>
<td></td>
</tr>
<tr>
<td>ACSF 1</td>
<td>Course in Initial Ed for Adults</td>
<td>22234VIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGEA I (Introductory)</td>
<td>22235VIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGEA I</td>
<td>22236VIC</td>
<td></td>
</tr>
<tr>
<td>ACSF 2</td>
<td>CGEA II</td>
<td>22237VIC</td>
<td></td>
</tr>
<tr>
<td>ACSF 3</td>
<td>CGEA III</td>
<td>22238VIC</td>
<td></td>
</tr>
</tbody>
</table>
# All Levels

## Oral Communication ACSF Level 1-5

The trainer of students’ desired course and level is to complete during initial interview with the student. Please assess while discussing course content, rules and regulations, policies and procedures, setting of student’s goals for further study and/or employment etc.

Please assess only what you can see or hear the student doing, not what you believe that they might be capable of.

<table>
<thead>
<tr>
<th>Range and Context</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
<th>ACSF Level 3 CIII</th>
<th>ACSF Level 4 CIV</th>
<th>ACSF Level 5 Dip. / Adv. Dip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and responds to highly familiar oral contexts</td>
<td>Demonstrates language use for different interactions</td>
<td>Uses appropriate structure to gather or provide information and/or establish, maintain and develop relationships</td>
<td>Engages in complex oral negotiations and problem solving</td>
<td>Demonstrates sophisticated control of a range of oral genres</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience and Purpose</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
<th>ACSF Level 3 CIII</th>
<th>ACSF Level 4 CIV</th>
<th>ACSF Level 5 Dip. / Adv. Dip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to ask simple questions</td>
<td>Can provide key information relevant to a conversation</td>
<td>Demonstrates an awareness of the varying structure, style, tone and vocabulary to meet the requirements of audience, context and purpose</td>
<td>Reflects on underlying meaning of the communication</td>
<td>Uses spoken language to make hypotheses, to plan and to influence others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Register (Language used for appropriate setting)</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
<th>ACSF Level 3 CIII</th>
<th>ACSF Level 4 CIV</th>
<th>ACSF Level 5 Dip. / Adv. Dip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to demonstrate difference between formal and informal speech</td>
<td>Demonstrates awareness of the varying register</td>
<td>Uses vocabulary, grammar and structure relevant to the register in an exchange</td>
<td>Demonstrates command of a flexible and effective use of register</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohesion and Structure</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
<th>ACSF Level 3 CIII</th>
<th>ACSF Level 4 CIV</th>
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</tr>
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<tbody>
<tr>
<td>Can make connections between own experience and ideas and topic of conversation</td>
<td>Identifies cues and conventions to establish and maintain formal and conversational conversations</td>
<td>Can relate separate pieces of information rather than treating each piece as a separate unit</td>
<td>Negotiates complex problematic spoken exchanges by bringing together different points of view</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
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<th>ACSF Level 5 Dip. / Adv. Dip.</th>
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</thead>
<tbody>
<tr>
<td>Uses basic sentence structures</td>
<td>Uses adjectives and pronouns to describe people, places, things and events</td>
<td>Is able to use familiar phrases to give an opinion</td>
<td>Demonstrates control of most linguistic styles of oral genres such as reports, discussions and procedures</td>
<td>Uses grammatical structures to achieve precise meaning when providing information or problem solving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
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<tbody>
<tr>
<td>Has a small bank of words to draw upon</td>
<td>Extends key vocabulary to include personal details of self, family and relevant others regarding most aspects of everyday life</td>
<td>Uses and understands some common idioms</td>
<td>Selects vocabulary to create shades of meaning in fields of knowledge</td>
<td>Uses specialised vocabulary appropriate to context</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciation and Fluency</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
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<tbody>
<tr>
<td>Has some variances in pronunciation or intonation</td>
<td>Uses mostly intelligible pronunciation and intonation</td>
<td>Refines intended meaning</td>
<td>Stress, intonation and gesture are used to convey emotions or intentions</td>
<td>Adjusts stress and intonation in order to convey mood and meaning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Verbal Communication</th>
<th>ACSF Level 1 CI / FSK</th>
<th>ACSF Level 2 CII</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Relies on non-verbal support such as gestures and facial expressions</td>
<td>Relies on facial expressions and gestures to clarify meaning</td>
<td>Uses interactional strategies such as non-verbal feedback to support communication</td>
<td>Monitors effectiveness of interaction by adjusting gesture and other non-verbal features</td>
<td>Reflects on and revises use of non-verbal communication to enhance performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Comprehends simple questions</td>
<td>Comprehends straightforward instructions</td>
<td>Understands turn-taking for holding simple conversations</td>
<td>Listens for relevant information in order to make notes from oral texts</td>
<td>Reflects underlying meaning of the communication and responds appropriately</td>
<td>Has a repertoire of active listening strategies to maintain understanding</td>
</tr>
</tbody>
</table>