

Work Studies Stage 6 – Module 2: Preparing job applications

A teaching and learning program enhanced to meet the needs of EAL/D learners at the early stages of learning English

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Anticipated resource review date: resources are reviewed every 12 months for currency and relevancy as part of the Career Learning team’s evaluation plan.

Support and alignment

Alignment to School Excellence Framework (SEF):

- Learning domain: Curriculum, Curriculum Provision.
- Teaching Domain: Effective Classroom Practice.

Alignment to Australian Professional Standards for Teachers:

- Standard 1
 - 1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
 - 1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Standard 3
 - 3.1.2 Set explicit, challenging, and achievable learning goals for all students.
 - 3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.
 - 3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Consultation

Work Studies (EAL/D) documents have been written by subject matter experts from HSIE, Multicultural Education, Curriculum Secondary Learners and Career and Workplace Learning.

Rationale and background information

Learning for life beyond school is supported when subjects are delivered to students in a way that enables them to understand how the content is relevant to career pathways and work settings. NSW Education Standards Authority (NESA) syllabuses identify work and enterprise as important learning across the curriculum content for all students.

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students. This supports students to link classroom learning to workplace applications, including developing career management skills.

This career learning resource has been written to address the career competency learning needs of EAL/D students, and to assist schools in meeting their commitment to the Multicultural Education policy. Almost 25% of students in NSW public schools are learning English as an additional language or dialect (EAL/D). These students require support to develop their academic English language skills so they can access the curriculum, successfully participate in learning alongside their peers in mainstream classes and engage confidently in the broader Australian community. As young people new to Australian culture, EAL/D learners often do not have the same social and cultural capital that Australian-born students possess through their families and social networks. This means that EAL/D learners may not have access to resources outside school to assist with understanding post-schooling pathways, nor have social network which can tutor them in this specialised knowledge. Some students will have lived experience of work but it may be significantly different to work culture in Australia.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [Australian Blueprint for Career Development \(ABCD\)](#) and the [K-12 Career Learning Framework](#).

Australian Blueprint for Career Development (ABCD)

The ABCD is a framework grounded in career theory that can guide career development work and support career development learning across the lifespan. The ABCD presents key competencies, grouped into 3 learning areas, Personal management, Learning and Work Exploration and Career building. The K-12 Career Learning Framework is underpinned by the [Australian Blueprint for Career Development](#).

K-12 Career Learning Framework

The K-12 Career Learning Framework identifies the skills, attitudes and knowledge that individuals need to make informed choices and to effectively manage their careers. These competencies have been grouped under 3 themes.

1. **Identity** – building and maintaining a positive self-concept, responding to change and developing capabilities.
2. **Experience** – discover, investigate and consider opportunities in lifelong learning and work exploration.
3. **Empower** – learning to self-manage, engage in career decision-making and developing skills and capabilities to make informed decisions.

The career management skills identified in this resource are:

- **Identity** – understand how personal characteristics, beliefs and values influence career decisions and develop qualities that maintain a person in work.
- **Experience** – apply learning to the career building process.
- **Empower** – learn how to overcome stereotypes in your career building plan.

EAL/D Learners

EAL/D learners are students whose home language is a language or dialect other than Standard Australian English (SAE), and who require additional support to assist them in developing English language proficiency. EAL/D learners include overseas or Australian-born students, Aboriginal and Torres Strait Islander students who speak a traditional language, creole or an Aboriginal form of English.

The language diversity and experiences of EAL/D learners are a strength and a rich teaching and learning resource in the classroom.

Many EAL/D students have well-developed literacy and language skills in their home language and require scaffolded teaching and learning to develop their English language proficiency to succeed at school. Other EAL/D learners may have had disrupted or limited school, with varying levels of literacy and language skills in their home language. Some of these students might have refugee backgrounds. EAL/D students enter school at any stage of schooling, at any point during the school year and at any phase on the EAL/D Learning Progression. Students learning SAE are simultaneously learning English, learning in English and learning about English (Halliday 1993).

Key learning area (KLA) content may be new to EAL/D students. An assessment of students' English language proficiency and knowledge of curriculum concepts should inform programming, planning, teaching and learning, assisted by the [EAL/D enhanced teaching and learning cycle](#).

Phases of English language proficiency

EAL/D learners are assessed on the [ACARA EAL/D Learning Progression \(PDF 488 KB\)](#).

Students' English language proficiency is assessed at different phases:

- Beginning – students are starting to learn English. They speak one or more languages/dialects and have varying levels of formal schooling and literacy. Students will need high levels of explicit, differentiated teaching. They are capable of understanding content but may find it difficult to demonstrate their understanding due to their current level of English proficiency.
- Emerging – students speak one or more languages/dialects and have a growing knowledge of print literacy in English. They engage with curriculum demands with some success but continue to benefit greatly from the use of their first language. These students require explicit, focused language teaching and will find it difficult to show their understanding if achievement is demonstrated through language-reliant activities.
- Developing – students speak one or more languages/dialects, including English, and have a developing knowledge of print literacy in English. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a support. Developing students can produce increasingly extended pieces of spoken and written English. They continue to benefit from explicit teaching of language to increase their control over grammar and build their vocabulary.
- Consolidating – students speak one or more languages/dialects and have sound knowledge of English. An increased ability to use English means they can purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes. They still require explicit language teaching to develop their understanding and use of the academic language of the curriculum.

EAL/D learners are assessed on the EAL/D Learning Progression across the 4 language modes – Speaking, Listening, Reading and Viewing, and Writing. More than likely, they will have differing English language skills across the 4 modes. For many students learning English as an additional language or dialect, receptive language skills (listening, reading and viewing) typically develop in advance of productive language skills (speaking and writing). However, it is important to note that

individual students develop in the modes of language use according to a variety of factors, including proficiency in home language or dialect and literacy in home language.

The EAL/D Learning Progression phase information on the school data platform Maintain EAL/D on ERN is taken from a professional assessment of your EAL/D students across the 4 language modes. For example, a student assessed overall as an Emerging EAL/D learner may be developing in listening and speaking and emerging in reading and viewing and writing. On maintain EAL/D on ERN the overall the student's EAL/D Learning Progression phase is recorded as Emerging.

There is more information on the [assessment of EAL/D learners](#).

Syllabus outcomes

In this unit of work, students will develop their knowledge and understanding of employment and skills for the workplace by working towards achieving the following syllabus outcomes.

Students will:

1. investigate a range of work environments
2. examine different types of work and skills for employment
3. analyse employment options and strategies for career management
4. assess pathways for further education, training and life planning
5. communicate and use technology effectively
6. apply self-management and teamwork skills
7. utilise strategies to plan, organise and solve problems
8. assess influences on people's working lives
9. evaluate personal and social influences on individuals and groups

Table 1 – key inquiry questions and related syllabus content

Key inquiry questions	Syllabus content
<p>What traits and behaviours do employers want in an employee?</p>	<p>Learning experiences</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss the need to demonstrate positive personal attributes • describe and record the workplace skills that they have demonstrated in different activities • record their recent educational achievements, including personal successes • record their achievements when participating in work situations • record achievements when participating in voluntary, community, sporting and other interests.
<p>How are jobs found?</p>	<p>Students:</p> <ul style="list-style-type: none"> • research and analyse job advertisements from a variety of sources • research and analyse information about potential employers • assess the suitability of a range of work environments • examine a hypothetical position in terms of skills, experience and the stated criteria.
<p>What is involved in preparing a formal job application?</p>	<p>Students:</p> <ul style="list-style-type: none"> • role play an initial contact with an employer • prepare a formal job application for a hypothetical

Key inquiry questions	Syllabus content
	<p>position – word process a covering letter and a resumé that responds to selection criteria</p> <ul style="list-style-type: none"> • proofread the application for errors and possible improvements • prepare for a hypothetical job interview • role play meeting the interviewers in a simulated interview situation • respond to questions in a simulated interview situation • seek feedback on their interview.

[Work Studies Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

Resources required in this unit

The following learning sequences use a range of worksheets. These are located at the end of this document, and they are linked in each learning activity. The teacher will need access to a computer and projecting technology, and students will need access to computers for some activities.

Lesson sequence 1 – positive personal attributes for employment

Learning intentions

Students will learn about:

- the skills and attributes that are favoured by employers
- the language of employment
- identifying skills transferable to the workplace
- the role of a resume
- the language of a job advertisement.

Success criteria

Students can:

- identify a range of positive personal attributes and discuss the need to demonstrate these to employers
- identify, describe and record their skills that are transferable to the workplace
- record personal details, recent educational, sporting, community achievements and interests in the format of a resume.

Duration: 10 × 60-minute lessons

Resources required.

- Computers
- Projecting technology
- [Worksheet 1a – skills and attributes sort teacher copy](#)
- [Worksheet 1b – skills and attributes sort student copy](#)
- [Worksheet 2 – skills and attributes for specific jobs](#)

- [Worksheet 3 – daily tasks](#)
- [Worksheet 4 – job application form](#)
- [Worksheet 5 – Hayden Smith resume](#)
- [Worksheet 6 – resume close passage](#)

Introduction

To [build the field \(PDF 170 KB\)](#) of the language used to identify and describe positive personal attributes associated with work, the teacher demonstrates aspects of a teacher's daily routine that would be favourable to an employer. As students see teachers demonstrating these positive personal attributes each school day, this is an effective way to begin the lesson sequence. It starts with behaviour known to the students. These positive personal attributes are essential for students to understand, which is why this is an effective teaching strategy to begin the lesson sequence. Key words can be added to the board to make a summary of key positive personal attributes. They could include:

- punctuality (arriving to class on time)
- organisational skills (ensure the classroom is set up and information is ready on the whiteboard)
- being prepared (having lessons and resources prepared for the students)
- teamwork (attending and participating in staff meetings, playground duty and faculty meetings).

Activity 1 – identifying our positive personal attributes

The teacher introduces a selection of positive personal attributes from [Worksheet 1b](#) and defines and describes these. The teacher may need to provide students with the opportunity to use their home language to translate this vocabulary as needed.

The teacher uses some of the pictures from [Worksheet 1b](#) to lead discussion about positive personal attributes for employment. This discussion should identify the attribute, provide an example of it, and describe how it is favourable for employment. Then:

- Using [Worksheet 1b](#), in small groups or pairs, students match the positive personal attributes to their respective picture and definition.
- To assess the students' understanding, the teacher leads a feedback session with the class where students provide their answers and say why they matched the pictures to their chosen definitions. In response to the students' answers, revision of these words may be needed.
- The teacher scribes on the board the words 'employee' and 'employer'. The teacher explains that the person who hires (employs) someone is the employer and the person who is hired to work for money (wage or salary) is the employee. The teacher tells the class that employers choose their employees by identifying the positive personal attributes necessary to do a job and they hire the person whose positive personal attributes best match the position. The teacher needs to emphasise that the positive personal attributes focused on in this unit are valuable and important in the workplace.
- To provide students with an opportunity to talk about positive personal attributes, the teacher models sample language that can be used to describe the key attributes in relationship to employers and employees, for example '**Teamwork** is important at work' and 'it is important to be **punctual** to your job'. The teacher can write sample sentences on the board and have students practise adding in an attribute and speaking these sentences.
- To provide students with more opportunities to talk about positive personal attributes, students discuss a range of images on [Worksheet 2](#) to identify the positive personal attributes for each job. Depending on the class, the teacher may need to model this process.

Activity 2 – my skills and attributes that are valuable in the workplace

To reinforce the learning in Activity 1, the teacher and/or a student model some of their daily tasks and identifies how these skills could be valuable or important in the workplace, for example, arriving to work on time is punctuality, playing soccer is teamwork. These activities and their associated skills and attributes should be written on the board so students can associate keywords with the discussion. Then:

- Use the pictures from [Worksheet 3](#). As a class, discuss the picture of the family in the kitchen as a model focusing on how the skills and attributes seen here would be valuable and important in the workplace. For example, the image shows the skills and attributes of multitasking, good hygiene practices, communication skills, and so on.

- Students discuss some of the other pictures in pairs or small groups. In their discussion, they need to answer the questions below each picture to guide them in finding out what the picture is about and what attributes are present. The teacher should focus on [conjunctions](#) such as '[because](#)' to scaffold the students' discussion, for example 'Multitasking is important at work because it means I can do more than one thing'. The teacher will need to regularly emphasise that many of the tasks we do in our personal lives are transferable skills into the workplace.
- Students repeat this process, but now use their own daily lives as the stimulus. In pairs, students identify some activities they do daily and how these would be valuable to an employer. Students feed back to the class and the teacher identifies the attributes of the activities identified. Students make a record of these attributes in their books so they can be used as a word bank later for the resume activity.

Activity 3 – finding a job

To model what is a recruitment website, its purpose and function, the teacher selects a recruitment website and models for the class the process of searching for a job online. It is important that this activity is done, and that the teacher explains what is happening at each step so students can see each phase in the job search. Then:

The teacher searches for a sample job using the recruitment website and leads class discussion to identify what the job is, what duties or tasks are involved in the job and what skills and attributes are needed to do this job.

- The teacher needs to be explicit about what attributes are obvious in the advertisement and what skills and attributes are assumed and why. For example, [Job advertisement 1](#) talks about a high-demand environment and strong customer service skills without explicitly stating what this looks like. On the advertisement chosen for this activity, the teacher will need to explore concepts such as these, making students aware of their meaning and any cultural assumptions. (See the [ACARA Annotated content descriptors](#) for a definition of cultural assumption)
- The teacher reads the job advertisement aloud and has the class identify the attributes clearly listed in the advertisement. A student can write these words on the board.
- The teacher leads a discussion about what other attributes might be of value to this job. These are also written on the board. The teacher leads a discussion about why it is important

to identify attributes which the job might require in addition to those explicitly mentioned in the job advertisement.

Activity 4 – understanding a job advertisement

Using [Job Advertisement 1](#), the teacher leads the class in identifying the attributes needed for this job. Following this, the teacher deconstructs the text structure and features of a job advertisement. Particular attention needs to be given to layout, vocabulary, any assumed cultural knowledge, and vocabulary (recruiting, resume and so on.). [A text deconstruction is given below](#) to assist the teacher to do this. Then:

- Students are guided through a simulated process to apply for the job advertised in Job Advertisement 1 using the application form ([Worksheet 4](#)). The teacher guides students through each aspect of the form, explaining elements as needed. This is a good opportunity to formatively assess students' knowledge of forms and associated vocabulary.
- On reviewing the students' worksheet answers, the teacher assesses what information or data the students do not have to support their application. For example, this could be a non-school email address or a USI number. In response to this, the students create a non-school email address to be used when applying for jobs and a USI number as appropriate. The students should be encouraged to store their job application documents in their private email account so they can be accessed after leaving school.

Activity 5 – understanding a resume

Using Hayden Smith's resume from [myfuture](#), the teacher identifies and describes the purpose, audience and text structure and features of a resume. The teacher should model this by annotating and explicitly describing each section of the resume on the board or projected. Then:

- Use the [text analysis table](#) in conjunction with [Worksheet 5](#) to explore the key text features of resumes. The teacher questions students on the different elements of the resume to check that students can identify sections correctly and check students' understanding of the purpose of each section.
- Print, cut and jumble the sections of [Worksheet 6](#). Students complete the resume scaffold, either for themselves or as Hayden Smith, by filling in the gaps, then put the sections of the resume back in the correct order.

- Using the resume template from [myfuture](#), students add in their personal details and complete each section. Depending on the needs of the class, this may need to be done on paper before students type up their draft resume. Students save this in the email account they set up earlier and share with the teacher. It should be made clear to the students that their resume can be used as a draft to be refined later for the assessment task for this unit.

Conclusion

The teacher reviews this sequence of lessons by assessing student understanding as demonstrated by the application form and resume.

Extension ideas

For support with differentiation of this lesson, visit [Career Learning and Vocational Education](#).

Job advertisement 1

Are you a people person and enjoy working in a high-demand environment?

Bullseye is recruiting staff for our new store at Golders Green.

We are looking for:

- strong customer service skills
- friendly, 'I can do' attitude
- flexibility in working hours.

If this sounds like you, please submit your resume and cover letter via the online link below:

[Apply now](#)

Job advertisement 2

Min-lee has the cutting edge

Min-lee Ha (pictured below [centre]) is scaling the heights in her new position at a prestigious Sydney restaurant. Three years ago, Min-lee was studying hospitality at a Wagga Wagga high school, little dreaming that her precise cutting skills would gain her a plum job in the Big Smoke. After completing VET subjects at school and enrolling with a local provider in a food safety course, Min-lee landed a job in a local restaurant chain, Western Wagyu, gaining a paid position immediately as she had studied hospitality while at school. For those with no experience but are interested in a hospitality career, the restaurant chain provides training. It was Min-lee's ability with the knife that caught the eye of Sydney restaurateur, Samira Ahmadi. "The vegetables were so beautifully chopped. I was amazed at how the fine cutting added to my enjoyment of the meal," said Ahmadi. "So, I asked if I could meet the kitchen staff." Ahmadi head-hunted Min-lee for her Sydney restaurant at Barangaroo, Samira's Delights. While at Barangaroo, Min-lee completed further studies including a Certificate IV in Hospitality. Her passion remains back of house, and Min-lee continues her magic in the kitchen.



Min-lee (centre) with work colleagues Ja Yip and Veronica Nguyen.

Western Wagyu now hiring – full and part-time positions

No experience required, just a passion to work in hospitality. All training provided on site. Please email resume and application letter to jobs@westernwagyu.com.au.

Job application 1 – text and language features

Are you a people person and enjoy working in a high-demand environment?

Bullseye is recruiting staff for our new store at Golders Green.

We are looking for:

- strong customer service skills
- friendly, 'I can do' attitude
- flexibility in working hours.

If this sounds like you, please submit your resume via the online link below:

Apply now

Text deconstruction of Job advertisement 1

Extract from text	Textual or language features	Teaching strategies
'I' and 'we'	'I' and 'we' are first-person pronouns. First-person pronouns address readers personally and increase their connection to the text.	Ask students about why this job advertisement might use these first-person pronouns. Explore writing the job advertisement without first-person pronouns. Ask students to consider how this changes the tone of the job advertisement.
Are you a people person and enjoy working in a high-demand environment?	This sentence is a rhetorical question and is used to gain potential applicants' interest in	Ask students if they have learned about rhetorical sentences in English. If so,

Extract from text	Textual or language features	Teaching strategies
	the job.	can they give an example of one or find one in a newspaper or online? Have a brief discussion about the various texts where you might find a rhetorical question. Ensure students know the person who is applying for the job is known as the applicant.
'people person'	This is a noun group – 'people' is used as an adjective to describe a particular positive personal attribute.	Develop a word bank for people person: friendly, sociable, extrovert, team player. Allow students to discuss vocabulary in their home language.
'high-demand environment'	This is a noun group and an example of work jargon to describe a very busy workplace with multiple demands on your time and attention.	Show images of a variety of high-demand environments – shops, fast food stores, factories, nurses, firefighter, stock exchange broker, and so on.
'recruiting staff'	This is an example of work jargon. Verb – recruiting Noun – staff	Explore synonyms for this phrase – employing people, seeking employees, position vacant, job vacancy, work available.
'We are looking for:'	Work jargon for the skills and attributes of potential	Explore more academic synonyms for this clause –

Extract from text	Textual or language features	Teaching strategies
	employees, written in informal English.	mandatory job skills, skills necessary, selection criteria.
<ul style="list-style-type: none"> • 'strong customer service skills • friendly, I can do attitude • flexibility in working hours' 	This is a list of work skills and attributes and selection criteria, written in informal English.	<p>Students will need to be taught to see the skills implicit in this selection criteria.</p> <p>Match the selection criteria with the images.</p> <p>Students who have a customer service job share knowledge of what they do in that job and how they would respond to these selection criteria.</p> <p>Students interview someone in their community who has a customer service job about how they would respond to these selection criteria.</p>
<div style="background-color: #003366; color: white; padding: 5px; text-align: center; border-radius: 10px; width: fit-content; margin: 0 auto;">Apply now</div>	By clicking on the hyperlink button, website users are taken to another section of the website or another website.	Explore a range of online application forms with students, noting the kind of information required and the need for online data protection.

Job application 2 – text structure and features

Min-lee has the cutting edge

Min-lee Ha (pictured below [centre]) is scaling the heights in her new position at a prestigious Sydney restaurant. Three years ago, Min-lee was studying hospitality at a Wagga Wagga high school, little dreaming that her precise cutting skills would gain her a plum job in the Big Smoke. After completing VET subjects at school and enrolling with a local provider in a food safety course, Min-lee landed a job in a local restaurant chain, Western Wagyu, gaining a paid position immediately as she had studied hospitality while at school. For those with no experience but are interested in a hospitality career, the restaurant chain provides training. It was Min-lee's ability with the knife that caught the eye of Sydney restaurateur, Samira Ahmadi. "The vegetables were so beautifully chopped. I was amazed at how the fine cutting added to my enjoyment of the meal," said Ahmadi. "So, I asked if I could meet the kitchen staff." Ahmadi head-hunted Min-lee for her Sydney restaurant at Barangaroo, Samira's Delights. While at Barangaroo, Min-lee completed further studies including a Certificate IV in Hospitality. Her passion remains back of house, and Min-lee continues her magic in the kitchen.



Min-lee (centre) with work colleagues Ja Yip and Veronica Nguyen.

Western Wagyu now hiring – full and part-time positions

No experience required, just a passion to work in hospitality. All training provided on site. Please email resume and application letter to jobs@westernwagyu.com.au.

Text deconstruction of Job advertisement 2

Extract from text	Textual or language features	Teaching strategies
<p>The components that make up the article including the photograph and accompanying job advertisement.</p>	<p>Hybrid purpose of text – to inform and persuade.</p> <p>Inform – information on Min-lee’s pathway through secondary and tertiary education.</p> <p>Persuade – demonstration of the career opportunities available through gaining an entry-level hospitality job.</p>	<p>Ask students about the purpose of texts and link these to the purpose of texts they learn in other KLAs.</p> <p>Read out aloud both texts and ask students to identify the purpose of these texts.</p>
<p>Informative language – completing VET subjects at school, enrolling with a local provider for a food safety course</p>	<p>Listing of information.</p>	<p>Ask students to scan the text for other lists of information. What is the purpose of listing information?</p>
<p>Persuasive language – ‘scaling the heights in her new position at a prestigious Sydney restaurant’</p> <p>‘continues her magic’</p>	<p>Metaphor – ‘scaling the heights’ compares getting a job to mountain climbing.</p> <p>Metaphor – ‘continues her magic’ compares Min-lee’s cutting skills to a magician.</p> <p>Adjective – ‘prestigious’.</p>	<p>Find other examples of metaphors in information texts and ask students to draw the metaphor. In what ways do the metaphors add meaning to the text?</p> <p>Construct a word cline with other reputational adjectives, such as, mediocre, ordinary, terrible, renowned, quite good – to develop the subtle nuances of meanings.</p> <p>Students could use a</p>

Extract from text	Textual or language features	Teaching strategies
		dictionary or thesaurus in this activity. Some words might be synonyms. Also develop deep vocabulary knowledge by students associating the adjective with an aspect of their lives, such as sporting teams, clothing brands, car brands and so on.
Hospitality vocabulary: cutting skills, food safety, knife, back of house.	Includes the language of hospitality, in particular words associated with food preparation	Ask students to develop job related word banks, for example in the kitchen, gardening, nursing, aged care. They could compile such lists by asking members of their families and communities.
Vocational vocabulary: skills, job, training, ability.	Includes vocational language: words describing the world of work.	Explicit vocabulary instruction – students could develop a bilingual dictionary if they are literate in their home language.
Photograph and caption.	Supports information given in the article about Min-lee’s success (shows a well-equipped, clean and spacious restaurant kitchen) and evidences her happiness.	After discussion about why this article includes a photograph, students work in pairs to find another photograph which supports the article. Students justify their choice.
Job advertisement	Layout: feature box	Recruitment advertisement is

Extract from text	Textual or language features	Teaching strategies
	Text: brief, informative language	<p>placed directly after the article about Min-lee. Conduct a poll to see if after reading the article, students feel more likely to apply for the position.</p> <p>Students work in small groups to list some reasons for the placement of the job advertisement. Students can work with sentence starters, such as:</p> <ul style="list-style-type: none"> • If the job advertisement was placed before the article, readers might.... • If the job advertisement was placed on another page than the article, readers might....
'No experience required'	<p>Clause</p> <p>Do we take this statement at face-value?</p>	<p>Discuss with the class what this might mean? Would you respond to this job application saying that you had no experience at all? While the clause says no experience required, applicants will have to demonstrate that they have other skills that makes them stand out from other people applying for the job. Lead a</p>

Extract from text	Textual or language features	Teaching strategies
		discussion with the class about the attributes which might interest the employer in their application.
'passion to work in hospitality'	Clause with emotive language	<p>Student could do a Think-Pair-Share on how you represent passion in a written job application.</p> <p>Would it be appropriate to list adjectives describing how much you love the hospitality industry, or is there a better way?</p> <p>The learning goal here is to illustrate to students that they need to display skills and attributes to the employer which makes their application stand out.</p>

Text analysis for Hayden Smith's resume

Extract from text	Textual or language features	Teaching strategies
'Hayden Smith's resume'	<p>Informative text structure: titles, headings, and subheadings.</p> <p>Title: text centred, large, and bold. First and last name.</p> <p>Purpose: to grab the employer's attention and inform.</p>	<p>Ask students the purpose of a resume.</p> <p>Look at the sample and ask students: What information do they see first? What do they think is the most important information on the page? Why do they think that?</p>
<p>Contact details</p> <p>'haydensmith@email.com'</p>	<p>Sub-headings</p> <p>Text centred, slightly smaller than title</p> <p>Purpose: to inform and create a professional first impression.</p>	<p>Using examples, discuss the importance of first impressions and professionalism when creating email addresses, as well as the practicality of memorable email addresses and passwords.</p> <p>Take the opportunity to practice logging on to the computer, logging in to emails and then discuss the importance of remembering passwords and phone numbers or noting them somewhere safe. If students don't have a personal email address, help them set one up, as they will lose access to their school email address</p>

Extract from text	Textual or language features	Teaching strategies
<p>'Career Objective, 'Availability', 'Skills', 'Education', 'Work Experience', 'Leadership Roles'</p>	<p>Informative text structure: section headings.</p> <p>Capitalised words (for proper nouns), large and bold text.</p> <p>Purpose: text organisation and clarity, and readability and ease of navigation to key information.</p>	<p>after leaving school.</p> <p>Show students a copy of the sample resume with and without section headings to emphasise their purpose.</p> <p>Barrier Game: students work in pairs to match cut-up sections of the sample resume. Give each student a mix of section headings and section information which match to their partner's mix of headings and information (for example, an individual student should not have a heading and information section which match). Students read each section of information to their partner and the partner finds the matching heading. Pairs double-check and justify their matches.</p>
<p>List of skills</p>	<p>Informative text structure: dot point list.</p> <p>Examples of how this skill is demonstrated.</p> <p>Factual informative devices: simple present tense to talk about attributes – 'I am a confident speaker', 'I am a</p>	<p>Mix and match or draw a line between the skill and the example.</p> <p>Review bank of skills and attributes students made in Activity 2. Students can use the model resume to write their own attributes and the activities in which they</p>

Extract from text	Textual or language features	Teaching strategies
	<p>team player', 'I can use a cash register', 'I am available on weekends'.</p> <p>Persuasive devices: adjective and noun group to describe skills – excellent teamwork, successful project management, innovative computer skills, effective time management.</p>	<p>demonstrate these in simple sentences.</p> <p>Word cline: using a diagonal line on the board, as a class, discuss the different strengths of adjectives (have a list of examples prepared, for example, good, excellent, fantastic, brilliant, wonderful, and great) write the words in order from weakest (bottom of the diagonal line) to strongest (top of the line). The resulting word cline is like a ladder which visually shows the change in the strength of meaning of words. Can students add more words to the cline? This could be done with several sets of words. For an individual activity, the cline could be given on a worksheet with some adjectives already placed on the line, leaving spaces for students to fill in the blanks from a given text box.</p> <p>Encourage students to add an adjective from the cline to their previous sentences.</p>
Work experience	Informative text structure:	Model various examples of

Extract from text	Textual or language features	Teaching strategies
	<p>Date range</p> <p>Business name – Job title</p> <ul style="list-style-type: none"> • Responsibilities • Achievements <p>Strong action verbs in past tense – accomplished, collaborated, encouraged, established, facilitated, managed.</p> <p>Adverb and past tense verb group to describe work experience – successfully accomplished, innovatively managed, effectively collaborated, purposefully established.</p>	<p>this structure.</p> <p>Students can build a glossary of work-related verbs. Use a frayer diagram to support students' conceptual understanding of word meanings and linking to prior learning.</p>
<p>Dates of education, work experience and leadership roles</p>	<p>Reverse chronological order of events – most recent event listed first.</p>	<p>Ask students, 'Look at the dates. Which experience, role or job did Hayden have first?'</p> <p>Cut up all the details with relevant dates. Students place each detail along a timeline from 2018 to 2022.</p> <p>Discuss the order of events and why this is reversed on a resume.</p>
<p>Interests</p>	<p>Informative text structure:</p>	<p>Provide a funny non-example</p>

Extract from text	Textual or language features	Teaching strategies
	<p>dot point list</p> <p>Provides additional information – employers can gain more information about their personality and the additional skills applicants may have developed from extracurricular hobbies.</p> <p>Applicants must maintain a professional impression while listing more informal information about themselves.</p>	<p>of interests: sleeping, eating, watching tik-tok, arguing with siblings.</p> <p>In pairs, one student tells their interests or hobbies, and the other student thinks of the positive skills or attributes that those interests might develop, and what job might be suitable. For example:</p> <ul style="list-style-type: none"> • I enjoy putting on makeup and doing my hair nice – shows experimentation, creativity and would be suitable for a beautician job. • I enjoy reading books – shows high levels of concentration, commitment and literacy skills and would be suitable for a job in administration or secretary. <p>Pairs report back to the class.</p>
What is missing?		<p>Ask students if there is anything else they would expect to see on a resume?</p> <p>A note on cultural capital:</p>

Extract from text	Textual or language features	Teaching strategies
		<p>Students may have different expectations of the contents of a resume, and place different importance on some information more than others. In some countries, it is expected that you include a photograph, your age and marital status on a resume. Migrants in Australia are often encouraged to include information about their visa status and right or eligibility to work in Australia. These discussions are important to value the varied perspectives students bring to the learning and link the Australian structure of resumes to their prior knowledge.</p>

Lesson sequence 2 – finding jobs online

Learning intentions

Students will:

- revise where jobs are advertised
- gain skills in searching for jobs using a recruitment website
- learn how to identify the requirements needed to perform a range of duties as described in an advertisement
- develop their computer-specific terminology for conducting online job searches
- conduct searches for jobs on recruitment websites.

Students will need regular and repeated practice of the skills in this lesson sequence throughout the remainder of the unit.

Success criteria

Students can:

- research and analyse job advertisements from a variety of sources, including websites
- research and analyse information about potential employers
- analyse job advertisement to identify skills, experience and the selection criteria
- use appropriate technology to conduct website searches for jobs

Duration: 2 × 60-minute lessons

Resources required

- Computers
- Projecting technology
- [Worksheet 7 – computer vocabulary](#)
- [Worksheet 8 – job search template](#)

Introduction

The teacher leads a class discussion to recap the key learning from lesson sequence 1, focusing on the key attributes that employers look for when recruiting, the key text features of a job advertisement, and the purpose of a resume.

Activity 1 – online job search

After the introductory discussion, the teacher identifies common places where jobs are advertised and applied for online including official recruitment websites and social media. The teacher identifies a range of trustworthy websites, discusses what they have in common and the implications for giving out personal details. Then:

- The teacher chooses one website for the class to focus on and models how to navigate to the website, for example, using the URL bar or conducting an internet search. The teacher searches for a job using the recruitment website, giving particular attention to explaining each step of the search. This activity needs to be completed so students can see each step, using a projector or similar technology.
- Using the skills learned in Lesson sequence 1, the teacher opens the sample job advertisement and guides the class through examining its key characteristics, focusing on the text format, vocabulary and how to apply for the job. The teacher may also need to explicitly comment on elements of the website, their purpose and function, and the associated language used when navigating a website. The teacher can use the [Elements of a website](#) resource as a guide.
- To support the students' language learning of computer-specific terminology, the teacher uses [Worksheet 7](#) to identify and define new terms as they appear, for example, if 'log in' is a new word for the class, the teacher will identify the term, explain what it means, demonstrate it and, if necessary, allow students to translate the term into their home language.

Activity 2 – analysing an online job advertisement

- Using the same sample job advertisement from Activity 1, the teacher uses a [Think-Pair-Share activity](#) to guide the students through an analysis of the advertisement. Particular attention needs to be given to:

- what is the job?
- where is it located?
- what tasks are performed?
- what are the work commitments (casual, part-time, full-time, and so on)?
- what skills and attributes or experience is needed and how to apply?

The importance of conducting background research on the potential employer needs to be made explicit to the class, and the teacher can model how to conduct some cursory research on a company by exploring the 'about us' or similar section of the employer's website.

- To reinforce this learning, repeat this process using a recruitment website to find a job and analyse the advertisement for the job requirements. It is suggested that this activity be done in small groups or pairs so students can support each other through this process. If students are from the same language background, this will also provide opportunities for home language to be used to support student learning.
- As a class, decide on 3 to 4 jobs that might exist within the local community. With guidance, students perform searches for these jobs using a recruitment website to practise their computer search skills. It is suggested that this step be carried out individually, but partner work can also be used for students requiring more support.

Activity 3 – job seeker profiles




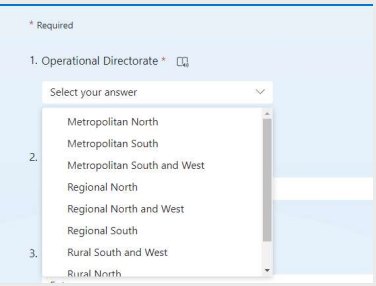
To recap the process of searching for a job online, the teacher again models for the students the process of searching for a job online. As a class, examine a sample job advertisement for what the job is, what duties are performed, what the work commitments are (casual, part-time, full-time and so on), what skills and attributes or experience are needed and how to apply. Then:


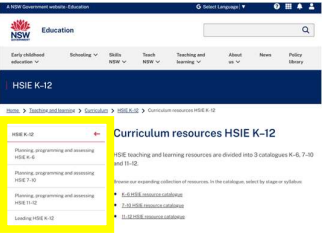
- Students are provided with a job search template ([Worksheet 8](#)). On the template are the profiles of 2 people who are searching for a job. Students perform an online job search for each person and complete the worksheet with the relevant information. Students' worksheet answers should be collected and reviewed by the teacher as formative assessment to ascertain what the students are doing well and what support the class or individual students may need.

Conclusion

The teacher reviews the sequence of lessons by assessing students understanding of how to apply for a job online, their demonstration of computing skills needed to search and apply for a job and their completion of Worksheet 8.

Elements of a website

Feature	Function	Example sentence
<p>Header</p> 	<p>The top part of a website. It normally contains a logo and the website's navigation menu.</p>	<p>The company name is usually in the header of the website.</p>
<p>Navigation (navigation bar or main menu)</p> 	<p>The links at the top of the website. They help you find what you are looking for. The links are normally in the header or just below the header.</p>	<p>Use the navigation bar to find ...</p> <p>Click on ... in the navigation bar</p>
<p>Hamburger</p> 	<p>When a website is viewed on a mobile device (phone or tablet) the navigation changes into an icon with three stacked lines. It is called a hamburger as the three stacked lines look like a hamburger.</p>	<p>Click on the hamburger to ...</p>
<p>Drop-down menu</p> 	<p>When you hover over or click on a drop-down menu, it shows many links that are usually organised into categories. When you click on a link in a drop-down menu it takes you to a new website.</p> <p>Drop-down menus also appear in online forms. They are used to quickly input common information, such as</p>	<p>Click on the drop-down menu to</p> <p>Hover over the drop-down menu to ...</p>

Feature	Function	Example sentence
	personal titles, for example Mr, Ms, Mrs, Miss, and so on.	
Button 	A button is used to direct you to do something on the website. For example, go to another page, submit a document, and so on.	Click on the button to ...
Content	Everything on the website, including the written text, images, videos and audio.	Read the content on the webpage for the answer.
Sidebar 	A narrow, vertical column next to the website's content. It often contains ads, buttons, links to other content and a search box.	Click on the link in the sidebar.

Lesson sequence 3 – the assessment task

In Lesson sequence 3, students will be working on the assessment task for this unit of work. This is designed to provide students with a high level of scaffolding and teacher support. Each section of the assessment task is broken down into 5 activities.

Learning intentions

Students will:

- identify and practice key vocabulary in context
- create a formal job application
- apply for a hypothetical job
- learn the academic English required to write a cover letter.

Success criteria

Students can:

- prepare a formal job application for a hypothetical position – type up a cover letter and a resumé that responds to selection criteria, including contact details or statements from referees
- write a cover letter using academic English
- effectively format and compile a formal typed resume
- proofread the application for errors and possible improvements
- edit their work with increasing accuracy.

Duration: 6 × 60-minute lessons

Resources required

- Computers
- [Assessment task](#)

- [Worksheets 9 – Western Wagyu cover letter](#)
- [Worksheet 10 – Bullseye cover letter](#)
- [Worksheet 11 – cover letter scaffold](#)

Introduction

The teacher introduces the [assessment task](#) for this unit of work. The teacher guides students through each section of the task, making sure students understand what is required of them in each section and how to submit the task. The assessment task will be completed in-class throughout the lesson activities in this learning sequence.

Activity 1 – understanding the assessment task

To support students in step one of the [assessment task](#), the teacher revises how to read a job advertisement, focusing on the following questions

- What does the employer want? (job attributes)
- How do my skills and attributes fit the job? (positive personal attributes)
- What are the employment conditions?
- How do I apply for this job?

After this, students individually choose the [job advertisement stimulus](#) they are going to use for the assessment task and analyse the advertisement using the above questions. Students record the answers to these questions in their books so they can be used to help them throughout the assessment task.

Activity 2 – writing a resume

The teacher uses the [Hayden Smith resume](#) from [Lesson sequence 1](#) and models for the students the elements of a quality resume. The teacher needs to focus on the skills and attributes the employer is looking for, what experience or skills the applicant needs to demonstrate what the employer is looking for, and the appropriate use of academic English.

Students then access the resume they created in Lesson sequence 1 and modify this for the job advertisement they are using for the assessment task. Students must ensure that their resume includes:

1. their contact details (full name, address, phone number and email)
2. a dot-point list of their skills and attributes (list 5 to 6)
3. a summary of their school achievements (2 to 3 sentences)
4. a summary of their relevant experience (one short paragraph or dot points)
5. the contact details of 2 referees (full name, relationship to them, phone number and email).

After typing up their resume, the students must ensure they proofread their resume for errors and formatting. Depending on the nature of the class, the teacher may wish for students to work with a peer as a critical friend to proof each other's work and provide feedback on the resume.

Students save this resume with an appropriate name (for example, Lina Ahmed Resume) to be uploaded as part of the assessment task.

Activity 3 – cover letter deconstruction

As a class, the teacher supports the deconstruction of the Western Wagyu cover letter ([Worksheet 9](#)) to understand and identify the main text structures and language features. The teacher models how to annotate the text structure and language features as a class. This should be done by projecting the Western Wagyu cover letter so students can see it, providing the students a copy of the letter, and using the [text analysis for the Western Wagyu cover letter](#) as a guide to talk about text and language features. The teacher annotates each section of the cover letter, labelling key vocabulary and text structures as they are discussed, and has the students annotate their copy of the letter as the teacher does. Then:

- In small groups, students annotate a second cover letter ([Worksheet 10](#)) following the same steps as the modelled deconstruction. The teacher leads a discuss about the second cover sheet, having students feedback their annotation that identifies the features of the letter and its key vocabulary.

Activity 4 – cover letter creation

Students analyse their chosen job advertisement for the assessment task to identify what attributes are needed to perform this job. Students complete a Think-Pair-Share activity with other students in the class who have chosen the same job advertisement. Students record the identified attributions in their books to assist with the writing of the cover letter. Then:

- Students create their own cover letter for the job they are applying for as part of their assessment task. Using [Worksheet 11](#), students write their answers to the prompts.
- Students type the information they wrote on the [Worksheet 11](#) into a draft Microsoft Word document or similar. Students save their cover letter with an appropriate name (for example, Lina Ahmed Cover Letter) to be uploaded as part of the assessment task.
- Students proofread their application for errors and possible improvements and save the file.
- Students swap their cover letter with a classmate to get feedback on their cover letter and to identify areas for possible improvement.
- Students do a final proof of their cover letter, making any necessary changes or edits and save the file.

Activity 5 – assessment task

To complete the [assessment task](#), students fill out the digital application form with particular attention to the mechanics of writing, including the correct use of capital letters, punctuation and spelling. Students upload their resume and cover letter as part of this process and submit the form and documents for marking.

Text analysis for Western Wagyu cover letter

Feature or sentence	Textual or language features	Teaching strategies
<p>Text level: purpose</p> <p>An information text with features of a persuasive text</p> <p>Cover letter, a partner to the CV; responds to specific requisites and elements of the job advertisement</p>	<p>To inform – information on Marco, such as his address and contact details.</p> <p>Outlines Marco’s pathway through Year 12 and involvement in school and sport, his skills, work experience and extra-curricular activities.</p> <p>To persuade – why Marco is applying for the job (happy, passionate, excited and why Marco is the best candidate for the job (teacher and coach support his application and encourages new arrivals).</p> <p>Salutations – opens with ‘Dear Manager’; concluding sentence is a positive statement of hope, signing off with ‘Yours sincerely’.</p>	<p>Prereading: each student has a copy of the letter. Ask:</p> <ul style="list-style-type: none"> • What is a cover letter? • What would you expect to be in one? • Who would write one? When? <p>Teacher reads the text aloud twice – the first time to hear it in completion. Before the second reading, ask students to listen for answers to, or ideas about, these questions:</p> <ul style="list-style-type: none"> • Who has written this? • Who is it written for? • On what date was it written? • What is the purpose of Marco writing this cover letter? • Name something Marco studied at school. • What is an extra-curricular activity?

Feature or sentence	Textual or language features	Teaching strategies
		<ul style="list-style-type: none"> Does Marco have other supporting comments, evidence or referees? How does Marco sign off the letter? <p>The students read the text as the third reading – ask if any students would like to have a turn at reading part of the text aloud.</p>
<p>Layout of a letter</p> <p>Text is left hand justified, font and size appropriate to the purpose (no borders or decorative font)</p> <ul style="list-style-type: none"> Applicant's details date receiver's information salutation body paragraphs, with order of content, 	<p>Layout: from the top left corner follows:</p> <ul style="list-style-type: none"> applicant's information spacing, date, spacing receiver's information <p>Note layout of the applicant and receiver details, both in specific order of:</p> <p>job title and name</p> <p>home address set out: number – street- town- state- postcode (note not all cultures set out name and address details like this)</p> <p>phone number</p> <p>email</p>	<p>Letter is projected in board for all class to see. Each student has a printed copy of the letter.</p> <p>The teacher points out each element of the text, as listed in Textual or language features column.</p> <p>Highlight the text layout and structure – use various colours and markings.</p>

Feature or sentence	Textual or language features	Teaching strategies
<p>written in full sentences, punctuation especially proper nouns</p> <ul style="list-style-type: none"> sign off, includes signature and printed name. 		
<p>Text level: cohesion</p>	<p>Grouping of information in paragraphs:</p> <p>Refers to the job ad and where he found it. Includes a brief statement on why he is applying.</p> <p>Year 12 outlines relevant information about school and experiences.</p> <p>Extra-curricular, other skills, experiences and hobbies.</p> <p>Further supporting comments and skills.</p> <p>Concluding statements expressing hope that there will be further communication or opportunities for an interview.</p> <p>Listing information in sentences within each paragraph. Commas separate</p>	<p>Ask students to scan the text for other lists of information.</p> <p>What is the purpose of giving all this information?</p> <p>Teachers stress the importance of grouping information for flow and cohesion which allows the reader to understand and scan for specific details.</p> <p>Students number the paragraphs from 1 to 5.</p> <p>What type of information is given in paragraphs 1 to 5? Refer to previous column for guides.</p>

Feature or sentence	Textual or language features	Teaching strategies
	<p>items in a list with 'and' before last item.</p> <p>Connection of ideas, for example:</p> <ul style="list-style-type: none"> • Completed Year 12 • Key subject: hospitality and Cert II • Other subjects • Work experience directly related to subjects studied • Skills from the work experiences 	
<p>Text level</p> <p>What must you include (not negotiable)?</p> <p>What could you include to add impact to your letter?</p> <p>Persuasive language, descriptive terms</p>	<p>Applicants need to attract the attention of the employer. How can they make their letter stand out from the others?</p>	<p>Is there an opportunity or need to use a metaphor here?</p> <p>Construct a bank of phrases often found in cover letters for example, my skills in ... are very good, I believe I am ..., I always show..., my strongest skill is...</p>
<p>Text level: vocabulary</p>	<p>Includes the technical language related to the job, in this case hospitality and skills required or possessed.</p> <p>Technical hospitality vocabulary: cutting</p>	<p>Class develops or refers to job –related word banks for vocation and skills.</p> <p>Explicit vocabulary instruction –</p>

Feature or sentence	Textual or language features	Teaching strategies
	<p>skills, food safety, knife, back of house.</p> <p>Informative vocabulary: names of subjects, VET Certificate II, soccer club, leadership, new arrivals settlement, co-ordinate.</p> <p>Includes vocational language, such as words describing the world of work, skills, behaviours, personal skills and attributes: skills, co-ordinate, ethic, co-ordinate, independently, ability.</p>	<p>students could develop a bilingual dictionary if literate in home language.</p>

Lesson sequence 4 – interview skills

Learning intention

Students will:

- view examples of interviews
- categorise interview behaviour, language and skills, and justify their answer
- prepare for and participate in a hypothetical interview.

Success criteria

Students can:

- make appropriate language choices, including vocabulary, intonation and pace, to participate in a hypothetical interview
- make appropriate use of non-verbal communication such as gestures, eye contact and posture in a hypothetical interview
- use an interview checklist to give feedback to their peers about their performance in hypothetical interviews
- demonstrate the use of key vocabulary from the lesson sequence.

Duration: 4 × 60-minute lessons

Resources required

- [Worksheet 12 – interview skills checklist](#)
- [Worksheet 13a – open and closed questions student copy](#)
- [Worksheet 13b – open and closed questions teacher copy](#)
- [Worksheet 14 – interview questions for assessment task](#)
- [Worksheet 15 – interview checklist for hypothetical job interview](#)
- [Worksheet 16 – Two stars and a wish](#)

Introduction

The teacher leads 3 class brainstorms on the board. In the centre of each brainstorm are the topics: talking to friends, talking to parents, talking to the principal. Discuss and note the language and gestures used in each of the 3 different scenarios. Ask the students:

- How does the language we use change depending on our audience?
- How do gestures and body language support our meaning?
- What words or terms do we need to use in different scenarios?
- Recap the skills and attributes identified in previous learning sequences that are favourable to an employer, for example, punctuality, motivation, integrity and resilience.

Activity 1 – analysing an interview

The teacher finds and uses 2 YouTube videos to highlight appropriate and inappropriate job interviews, focusing on language used and behaviours observed. Alternatively, 2 teachers could role-play 2 hypothetical interviews that demonstrate appropriate and inappropriate interview behaviours. Depending on the language needs of the class, multiple viewings of these interviews may be necessary to improve student comprehension. As a class, discuss what students can identify as being positives and/or negatives of the interview. Then:

- As a class, revisit the above interview. Students use [Worksheet 12](#), to rate each element of the interview and justify which interview they found demonstrated the most effective behaviour to gain the job. Students share responses in a [Think-Pair-Share](#) activity with the class.
- To understand the different types of questions used in an interview, the teacher explains the difference between open and closed questions. The teacher can refer to the sample interview to demonstrate examples if needed. After this, students use [Worksheet 13a](#) to categorise a range of questions as open or closed.
- Using the students' impressions of the interviews as documented in [Worksheet 12](#), the teacher leads a discussion about the importance of making a good first impression in interviews. The teacher guides the discussion towards that the implications of poor and good impressions. The teacher should draw on explicit examples from the interviews that the class used.

- To provide students with the opportunity to consolidate their learning about making a good first impression, the teacher creates a list of jobs relevant to the students' and local context. Using the [group brainstorm activity](#), students fill in what they believe are the:
 - attributes that are necessary to perform each job
 - appropriate clothing that would be suitable for an interview for each position
 - kind of language that may be used in the interview (formal or informal) for each job.

Activity 2 – co-constructing an interview

- Using one of the job advertisements from earlier in the unit, the teacher leads a class brainstorm activity to revise what the job is and what the employer is looking for in the potential employee. Once the class understands the nature of the position, brainstorm a list of questions that could be asked in an interview for this position. These questions can then be categorised as open or closed.
- Using the advertisement the students applied for in the assessment task, students attempt to write up to 10 questions that could be used in an interview for this job. Students can use the brainstorm list of questions to assist them to create their own questions.
- Students pair up with other students who applied for the same job for the assessment task and compare their questions. Students discuss the range of questions they came up with and negotiate what they think the best 5 questions in the group are.
- Students role-play asking the questions in their group or with their partner, focusing on the skills identified in the interview deconstruction (for example, pronunciation, tone, gestures, posture and eye contact).

Activity 3 – participating in a hypothetical interview

- Students now practise their interview skills in a more formal situation by engaging in a hypothetical interview for the job they applied for in the assessment task. The teacher provides the students with [Worksheet 14](#) for students to prepare answers for the list of possible questions they could be asked in the hypothetical interview. Based on the needs of the class and students, students may need assistance with understanding the words in the questions and may need to prepare for their answers by writing notes for each question.

- In pairs, the students conduct the hypothetical interview in front of the class. The students choose a critical friend or the teacher to evaluate the interview using [Worksheet 15](#), and offer the students feedback.
- The students use their feedback to reflect on their interview. Students use [Worksheet 16](#) to write down 2 things (stars) that went well in the interview and one thing (a wish) that they could work on for future interviews.

Module 2 revision activity

- Students use Worksheet 17 to reflect on their learning throughout Module 2. Students answer 3 questions:
 - a. What have you learned through this module?
 - b. In what ways is this learning important for you?
 - c. What questions do you have about the language or content in this module?
- Teacher reflection and future planning can be informed by student answers to these questions.




Worksheets




The following pages contain worksheets that support this lesson plan. They can be printed independently from the rest of this activity.





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Worksheet 1a – skills and attributes sort teacher copy

Activity instruction: print single sided. Students cut out the pictures, skills and attributes and definitions, and match them together. You may need to read out the descriptions for students or match the picture to the attribute before discussing the definitions with the class. This could be completed with the help of a bilingual SLSO. This teacher's copy contains the answers to the students' activity.

Picture	Attributes	Definitions
	Teamwork	Working together with others to achieve a common goal, using everyone's strengths and ideas.
	Communication	Sharing thoughts, ideas and information clearly with others through speaking, writing or gestures.
	Punctuality	Being on time and doing things when they are scheduled or expected.




Picture	Attributes	Definitions
	<p>Safety</p>	<p>Taking measures to prevent accidents or harm to oneself and others by following rules and using caution.</p>
	<p>Initiative</p>	<p>Taking the lead by starting tasks or suggesting ideas without waiting for someone to tell you to do so.</p>
	<p>Work ethic</p>	<p>Having a strong and dedicated approach to your job or tasks, putting in effort and being responsible.</p>
	<p>Motivation</p>	<p>Having a strong desire and enthusiasm that pushes you to accomplish tasks with energy and determination.</p>

Picture	Attributes	Definitions
	<p>Integrity</p>	<p>Being honest, truthful and consistent in your actions, even when no one is watching.</p>
	<p>Resilience</p>	<p>Bouncing back from difficulties, challenges or setbacks with a positive attitude and determination.</p>
	<p>Resourcefulness</p>	<p>Finding clever and effective solutions using the tools, knowledge and materials available to you.</p>
	<p>Creativity</p>	<p>Coming up with new and imaginative ideas or ways of doing things.</p>





Picture	Attributes	Definitions
	<p>Problem solving</p>	<p>Finding solutions to challenges or obstacles in a logical and effective manner.</p>


Worksheet 1b – skills and attributes sort student activity sheet

Cut out the pictures, skills and attributes and definitions and match them together.

Picture	Attributes	Definitions
	Communication	Coming up with new and imaginative ideas or ways of doing things.
	Problem solving	Being on time and doing things when they are scheduled or expected.
	Creativity	Working together with others to achieve a common goal, using everyone's strengths and ideas.

Picture	Attributes	Definitions
	<p>Resourcefulness</p>	<p>Working together with others to achieve a common goal, using everyone's strengths and ideas.</p>
	<p>Teamwork</p>	<p>Having a strong and dedicated approach to your job or tasks, putting in effort and being responsible.</p>
	<p>Initiative</p>	<p>Taking the lead by starting tasks or suggesting ideas without waiting for someone to tell you to do so</p>
	<p>Resilience</p>	<p>Taking measures to prevent accidents or harm to oneself and others by following rules and using caution.</p>

Picture	Attributes	Definitions
	<p>Motivation</p>	<p>Being honest, truthful and consistent in your actions, even when no one is watching.</p>
	<p>Punctuality</p>	<p>Bouncing back from difficulties, challenges or setbacks with a positive attitude and determination.</p>
	<p>Safety</p>	<p>Finding solutions to challenges or obstacles in a logical and effective manner.</p>
	<p>Work ethic</p>	<p>Having a strong desire and enthusiasm that pushes you to accomplish tasks with energy and determination.</p>

Picture	Attributes	Definitions
	<p>Integrity</p>	<p>Finding clever and effective solutions using the tools, knowledge and materials available to you.</p>

Worksheet 2 – skills and attributes for specific jobs

Answer the questions below.



1. Describe what you can see in this picture?
2. What is the shop selling?
3. Which person is the customer? How do you know?
4. Which person is the employee? How do you know?
5. What job title would you have working here?
6. List skills and attributes that would help this employee in their duties.
7. The employee needs to be good at problem solving because ...



1. Describe what you can see in this picture?
2. What workplace could this be?
3. What job title would you have working here?
4. List skills and attributes that would help this employee with their duties.
5. I know this employee needs to demonstrate working in a safe environment because ...



1. Describe what you can see in this picture?
2. What job title would this employee have?
3. List skills and attributes that would help this employee in their duties.
4. I know this employee needs to be demonstrate working in a safe environment because ...
5. The employee needs to be good at problem solving because ...

Worksheet 3 – daily tasks

Use each picture as a stimulus and discuss what skills and attributes you have and how they can be used in the workplace.



1. Describe what you can see in this picture.
2. What skills and attributes do you have if you:
 - d. organise children to be dressed and ready for school?
 - e. wash dishes?
 - f. ensure everyone is awake, ready and dressed for school on time?
 - g. make breakfast and lunch from available food?



1. Describe what you can see in this picture.
2. What skills and attributes do you have if you:
 - a. attend training regularly?
 - b. dedicated to your team?
 - c. play a team sport?
 - d. follow the rules of the game?
 - e. follow the instructions of match officials even if you disagree?



1. Describe what you can see in this picture.
2. What skills and attributes do you have if you:
 - a. wear protective clothing?
 - b. enjoy your activities and are enthusiastic completing tasks?
 - c. always performing your duties when no one is watching?



1. Describe what you can see in this picture.
2. What skills and attributes do you have if you:
 - a. play in a band?
 - b. play a musical instrument?
 - c. practice playing a musical instrument?
 - d. using the things available to you to ensure everyone can hear the music?



1. Describe what you can see in this picture.
2. What skills and attributes do you have if you:
 - a. can follow instructions to create an object?
 - b. work with a person to build something?
 - c. continue creating when it seems too difficult to continue?
 - d. make something for someone else from limited supplies?

Worksheet 4 – job application form

Job application

Applicant to complete the following (please answer all questions)

How did you find out about employment at Bullseye, Golders Green? (Please tick one or more)

- Word of mouth Newspaper Job service provider (for example, JobLink)
 Social media Company website Career or Industry Expo
 Online advertisement Other

Employment sought

- Full time (40 Hours per week) Casual (up to 40 Hours per week) Part time

What is the earliest date that you are available to start? ASAP or Date: _____

Section A – personal details

First name:

Last name:

Preferred name:

Gender: Male Female Own description

Address:

Suburb/town:

Home:

Postcode:

Mobile:

Email address:

Please ensure you have completed your application in full. We reserve the right to reject any applications that are not completed in full.

Culture, communication, and language

Country of birth:

Birth town:

Citizenship status: Australian Citizen or Permanent Resident

Other – *please state Visa type/number*

How long have you lived in Australia?

The following questions enable us to fulfill our statutory reporting obligations:

Are you of Aboriginal or Torres Strait Island descent? Yes, Aboriginal
 Yes, Torres Strait Islander
 Yes, both
 No, neither

Do you speak a language other than English at home? No, English only
 If more than one language is spoken, indicate the one that is spoken most often Yes: _____

Do you require translated documents for communication? No, English only
 Yes, as above

Do you identify as having a disability? Yes
 If yes, you may be required to provide us with further information. No

Do you require any extra assistance for communication? Yes
 If yes, you may be required to provide us with further information. No

Next of kin – emergency contact details

Contact (full) name:

Contact number:

Relationship to you: Family Friend Partner Other**Section B – education and training**

Highest school year completed: Year 12 Year 11 Year 10 Year 9 Year 8
 Year 7 or below

Section C – declaration

By signing below, you confirm and agree to the following:

- you fully understand the contents of the document
- you authorise Bullseye to contact any of your previous employers or references listed in relation to information you have provided
- in the event of being offered employment with the company, information regarding your employment may be provided to any prospective employer(s) following the end of your employment with Bullseye
- all the information you have provided on this form is true, accurate and complete
- you fully understand that providing ANY false, inaccurate or incomplete information to Bullseye may result in your dismissal if you are offered employment.

I understand and accept all the above:

Name of applicant:

Signature of applicant:

Date signed:

Bullseye thanks you for your application. You will be advised if you are required to undertake the next stage of the recruitment process. All successful applicants are required to complete an initial probationary period. **Email your application to bullseye@bullseye.com.zz**

Worksheet 5 – Hayden Smith resume

Sample Resume (from [myfuture](#))

Hayden Smith

Mobile: 0123 456 789 | haydensmith@email.com

Career Objective

I am a reliable hard-working Year 11 student seeking casual or part-time customer service work in a sports retail environment. Having played soccer for 9 years and being a keen all-round sports enthusiast, I am looking to contribute knowledge and proven communications skills.

Availability

Monday – Friday: 4.30pm – 10.00pm

Saturday – Sunday: 8.00am – 11.00pm

(up to 20 hours per week)

Key Skills

- Excellent customer service. I demonstrate this when I work in the soccer club canteen.
- High level numeracy skills. I use this skill when I handle money, and I always achieve good grades in mathematics.
- Highly developed communication skills. I receive positive feedback from all work experience supervisors.
- Strong teamwork and sportsmanship. I have been playing soccer since I was 8 years old, which makes me a good team player.
- Demonstrated organisation skills. I always submit my school assignments on time.
- I am responsible, reliable and good at solving problems. I demonstrate this when I umpire and coach.

Education

Current

Park Hill Secondary College Year 11

- Subjects include: Maths, English, Business Management, VET studies in Sport and Recreation.

Work Experience

October 2020 – March 2021

Park Hill Soccer Club Canteen Customer service (volunteer)

- Served customers.
- Handled cash including operating of cash register.

June 2019 – February 2020

Argo Newsagency Newspaper deliverer

- Delivered weekend newspapers to houses.

Leadership Roles

2020 – current

Assistant Coach for junior players Park Hill Soccer Club

2019 – current

Soccer umpire for under 14 team Park Hill Soccer Club

Interests/Hobbies

- Played soccer since the age of eight
- Keen spectator of soccer, football and cricket

Referees

John Charles

Coach

Hill Park Soccer Club

0789 123 456

John_charles@hillpark.edu

Wendy Stevens

Year 11 Coordinator

Hill Park Secondary College

*Contact details available on request

Worksheet 6 – resume cloze passage

Resume

First name: Mujtaba

Last name: _____

Mobile phone number: _____

Email address: _____

Abdulrahman	m.abdulrahman@smallville.edu.au	0422 000 000
-------------	--	--------------

Career objective

I am a _____ student seeking _____ or part-time work in retail. I am developing my retail skills in _____ and work well in a team environment.

high school	Work Studies	casual
-------------	--------------	--------

Availability

Monday _____ Wednesday Thursday _____ Saturday Sunday

4:30pm – 10:30pm

10 hours _____ week

Friday	per	Tuesday
--------	-----	---------

Key skills

- Excellent customer service. I demonstrate this when I work at the school canteen.

- _____ skills. I am an active member of my soccer club and work well with teammates.
- Punctual. I turn up to all lessons and shifts at the canteen _____.
- Resilient. I listen to my teachers’ feedback and _____ to improve my assignments.
- Communication. I always _____ politely and listen to people at the soccer club.

speak	on time	Teamwork	use the feedback
-------	---------	----------	------------------

Education

Current _____ Year _____

- Subjects include:
 - Metal Work
 - _____
 - PDHPE
 - _____
 - Senior Science
 - _____
- Achievements:
 - SRC member
 - _____

Work Studies	Year 12	Numeracy
Smallville High School	English	Captain of soccer team

Work experience

Term 1 2024 – _____ – School canteen

- Cash handling
- _____
- Customer service
- _____

Food preparation	current	Cleaning
------------------	---------	----------

Leadership roles

2023 – 2024 – SRC

- Organising _____ assemblies
- _____ Anzac Day
- Soccer _____ for under 6s

Attending	umpire	school
-----------	--------	--------

Interests/hobbies

- _____ soccer since the age of 12
- Keen _____ of all sports
- Learning to play the _____

guitar	Spectator	Played
--------	-----------	--------

Referees

Mr Garry Jones

Year 11 Coordinator

Smallville High School

Garry.Jones@smallville.edu.au

02 600 000

Ms Ali Taveed

Soccer Coach

Smallville Soccer Club

coach@smallvillesoccer.com

02 611 111

Worksheet 7 – computer vocabulary

Word	Word in home language	Use in a sentence
Account		Create an account using your email address.
Browser		Open the browser and type in the web address.
Click		Click on the button to login.
Copy		Attach a copy of your resume.
Download		Download the application form from the website.
Email		Send an email with your contact details.
File		Save your file in the correct folder.
Folder		Give your folder an appropriate name.
Homepage		Go back to the homepage .
Hover		Hover over the drop-down menu.
Internet		Is your laptop connected to the internet ?
Log in		Log in using your email address and password.
Log out		Log out at the end of the session.
Password		Create a strong password .

Word	Word in home language	Use in a sentence
Save		Save your resume in your folder labelled resume.
Scroll		Scroll to the bottom of the website.
Search		Search for the job you want in a search engine.
Search engine		Which search engine have you got open?
Shutdown		Shutdown the computer at the end of the lesson.
Type in		Type in your email address.
Upload		Upload your resume to the website.
Website		Apply for the job through the company's website .
Wi-fi		How strong is your wi-fi connection?

Worksheet 8 – job search template

Ahmed

Ahmed is looking for a job in a supermarket. He only wants to work on a casual basis. Can you find him a job?

Name of the job or job title:

Name of the company:

How many hours will he work per week?

How much will he get paid?

What skills or experience does he need?

How does he apply for the job?

Name of the website where you found the job:

Dunya

Dunya is looking for a job in hospitality, for example, at a café or restaurant. She only wants to work on a casual basis. Can you find her a job?

Name of the job or job title:

Name of the company:

How many hours will she work a week?

How much will she get paid?

What skills or experience does she need?

How does she apply for the job?

Name of website where you found the job:

Worksheet 9 – Western Wagyu cover letter

Marco Comba
1/43 Town Rd
Newtown NSW 3456
0400 123 456
m_comba@email.com

1 November 2024

The Manager
jobs@westernwagyu.com

Dear Manager,

I was very happy reading the recent article in the local newspaper about Min-lee working with Western Wagyu, as I have a passion to work in hospitality. Then I saw the advertisement that your company is now hiring, which is exciting to me, as I can see myself in Min-lee's situation.

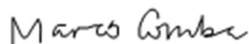
I have just completed Year 12 at Newtown High School. I completed the VET subject Certificate II in Hospitality – Kitchen Operations and Cookery. I also completed English Studies, Numeracy, Work Studies and Investigating Science. My work placements for Hospitality were with a small takeaway business and a large hotel kitchen. For Work Studies, I had experience working in a café where I was serving coffee and food. In these placements I was able to gain hands-on experience in many areas of hospitality and get to understand the hours worked and skills required. These skills include safe operations, food handling, communication and teamwork.

Since I arrived in Australia in 2019, I have developed my leadership skills as my English improves. In Year 11 I was a sporting house captain. I play soccer with a local team and have encouraged many new arrivals to join the club to improve their language skills and make friends. I help to co-ordinate transport to games and training, so everyone has the chance to play.

My teacher and coach support my application. They believe I am a good communicator, problem solver and work well independently and as a member of a group or team. They both regularly tell me I have a strong work ethic which my parents agree with.

Thank you for taking the time to read my application. Please find my CV attached. I hope to have an opportunity to meet with you to discuss how I can become part of the hospitality team at Western Wagyu.

Yours sincerely,



Marco Comba

Worksheet 10 – Bullseye cover letter

Faida Mohamed

214 Mitre Avenue
Red Hill NSW 2112
0102 445 566
faidamohamed@email.com

1 November 2024

Ms. Charlotte Walker Manager
Bullseye
Shop 12,
Parkgate Shopping Centre
CharlotteWalker@bullseye.mail.com

Dear MS Walker,

I wish to apply for a casual part-time position at Bullseye's new store at Golders Green as advertised on the JobsOnline website. I was very excited to see that your company is recruiting staff for the new store as I believe I fit the criteria in your advertisement.

I am a Year 11 student at Red Hill Secondary School. My favorite subjects are Maths, PE, and Work Studies. I am also studying a VET subject, Community Services.

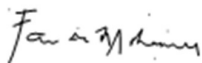
I play soccer for the local Red Hill team, and I assist with coaching the Under 10s team. I believe my involvement with the soccer club as a player and a coach helps me to develop strong communication skills needed for customer service.

I believe I have the skills you are looking for in people to work at Bullseye. As a coach and a player, I demonstrate a friendly, can-do attitude and teamwork skills. I show I have clear communication skills, especially when I give instructions and follow game plans.

I can be flexible with my working hours during the school holidays and weekends. I shop regularly at the Bullseye in the suburb of Black Hill, so I am familiar with the range of stock.

I hope I have an opportunity to meet with you for an interview to discuss my application further. Thank you for your time and consideration.

Yours sincerely,



Faida Mohamed

Worksheet 11 – cover letter scaffold

Answer the following questions using full sentences and key vocabulary to develop your cover letter:

Dear Mr/Miss/Mrs/Ms _____, (name of the person you are writing to)

I am writing to apply for the _____ job advertised in _____.

1. What made you interested in the job you have chosen to apply for?

2. What skills and experiences make you able to do the job?

3. How will you fit into the team?

4. What extra skills, interests or qualifications do you have that make you stand out?

5. When are you available to work?

Thank you for the opportunity to apply and I look forward to meeting you at an interview.

Sincerely,

_____.

Worksheet 12 – interview skills checklist

While watching an interview, use the checklist to tick off what you see during the interview. All points may not be necessary. You can make notes at the end of the page about other things you see.

Check	Interview checklist
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Arrives on time Prepared Brings support documents
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Greets the interviewer (e.g. says hello, shakes hand if culturally appropriate) Introduces themselves Dressed appropriately Uses confident body language
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Actively listens to questions Answers questions with relevant information Provides examples in their answers
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Links their skills to the job description Gives examples of their prior work experience Talks about their qualifications States they are willing to learn new skills
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses a clear voice Uses appropriate volume Uses appropriate talking speed

Check	Interview checklist
<input type="checkbox"/>	Uses the language of employment
<input type="checkbox"/>	Thank the interviewer(s) for their time
<input type="checkbox"/>	Farewells the interviewer(s) (for example, shake hands again)
	Note the other things you see:

Worksheet 13a – open and closed questions student copy

Revise interview techniques and discuss an example of open questions (where a long answer is required or is a statement, for example, tell me about ...) and closed questions (where a straightforward yes or no answer or a specific response is required).

Using the list of sample questions:

1. Sort the questions into closed and open and justify your answer.
2. Practise recognising and asking open and closed questions.
3. Sort the questions into likely and unlikely interview questions in relation to the job they have applied for and justify your answer.

Do you like chocolate?	What is your favourite subject at school? Why?
Why do you want this job?	Do you like cooking?
Tell me about school.	Do you listen to Taylor Swift?
What things do you like to do after school?	What do you know about the company?
What skills do you have to help you work here?	How do you stay organised?
What are your strengths and weaknesses?	Tell me of a time you overcame a challenge.
How do you handle conflict?	Which animal is your favourite?
Do you have reliable transport?	How would you spend your first pay?
What is your favourite song?	Who is favourite superhero?
Who do you admire and why?	Can you peel a banana with your eyes closed?

Worksheet 13b – open and closed questions teacher copy

Closed questions typically require a straightforward 'yes' or 'no' answer or a specific response.

- Do you like chocolate?
- Do you like cooking?
- Do you listen to Taylor Swift?
- Which animal is your favourite?
- Do you have reliable transport?
- Would you save or spend your first pay?
- What is your favourite song?
- Who is favourite superhero?
- Can you peel a banana with your eyes closed?

Open questions require more detailed information or insights.

- What is your favourite subject at school? Why?
- Why do you want this job?
- Tell me about school.
- What things do you like to do after school?
- What do you know about the company?
- What skills do you have to work here?
- How do you stay organised?
- What are your strengths and weaknesses?
- Tell me about a time you overcame a challenge.
- How do you handle conflict?
- Who do you admire and why?

Worksheet 14 – interview questions for assessment task

Job advertisement 1 – High Street Fruit Shop

- Do you have any after-school commitments that may affect your availability?
- Do you have any previous work experience? If so, can you tell me about it?
- How would you complete tasks that require attention to detail, such as weighing and packaging fruits?
- Can you describe a time when you worked effectively as part of a team?
- Can you lift and carry moderate weights, such as boxes of fruit?
- What do you know about the different types of fruit and vegetables that we sell and how they should be stored?
- How do you prioritise tasks and manage your time effectively?
- How would you ensure cleanliness and hygiene standards are maintained in the shop?
- Are you comfortable interacting with customers and providing assistance with their purchases?

Job advertisement 2 – Smartville Regional Council

- What do you know about the Smartville Regional Council?
- What motivated you to apply for this position?
- Why do you like work outdoors?
- What experience or skills do you have operating machinery?
- What machinery are you familiar with?
- Describe a situation when you encountered a challenge and how you overcame it.
- Sometimes councils need to have tight schedules and deadlines. How do you handle time management and meet deadlines effectively?

- Flexibility is required in this role. How do you adapt to changing circumstances?
- Communication is crucial in this role especially with supervisors and colleagues. How would you ensure clear and effective communication at work?
- Are you happy to stay updated with best practice techniques, and are you willing to participate in any training provided by Smartville Regional Council?
- Can you describe when you had to follow specific protocols or procedures and what was the result?
- In this role, you may need to work in a team with other general hands or council staff. Can you provide an example of how you collaborated with others successfully?

Job advertisement 3 – Casual Childcare Worker

- Do you have any experience working with children?
- How would you ensure the safety and wellbeing of children in your care?
- Can you describe a time when you had to handle challenging behaviour from a child? How did you approach that situation?
- Can you communicate effectively with children of different ages and backgrounds?
- How would you handle emergency situations or accidents involving children?
- As a casual worker, flexibility is key. How do you handle changes in schedules or responsibilities at short notice?
- Can you share an example of a creative project or project you've organised for children in the past?
- Can you provide an example of how you effectively collaborated with others?
- What do you believe are the most important qualities or skills for a childcare worker?
- How would you ensure a safe and hygienic environment for children?

Job advertisement 4 – Electric Bike Delivery Specialist

- Can you tell us about your experience riding bicycles?
- What motivated you to apply for this position?
- How do you ensure the safety of yourself and others while riding in various weather conditions and traffic situations?
- Can you describe when you had to navigate through a particularly busy place?
- How do you ensure a positive experience for customers?
- Time management is essential in this role, how do you manage your time?
- How would you deal with impatient or difficult customers?
- Attention to detail is important in this role, explain a time when you didn't check details and what was the result?
- How would you maintain a professional and positive image while making deliveries?
- How do you ensure you are delivering the correct items to the right addresses?

Job advertisement 5 – Aged and Disability Support Worker

- Can you tell us about any previous experience you have had working with individuals with disabilities?
- What motivated you to apply for this position as an aged and disability support worker?
- Can you describe a time when you had to communicate effectively with someone who had difficulty expressing themselves?
- Collaboration with other support staff, healthcare professionals and family members is crucial in this role. Can you provide an example of how you've effectively collaborated with others in the past?
- How do you ensure the safety and wellbeing of individuals under your care?
- Can you provide an example of a time when you advocated for the rights or interests of someone?

- What do you believe are the most important qualities or skills for an aged and disability support worker to possess.
- How do you handle confidential information and respect the privacy of our clients?
- How do you build rapport with clients?
- How do you handle challenging behaviour?

Worksheet 15 – interview checklist for hypothetical job interview

While watching your classmates participate in hypothetical interviews, check to see if they demonstrate the interview skills on the checklist and give a comment strengths and areas for development.



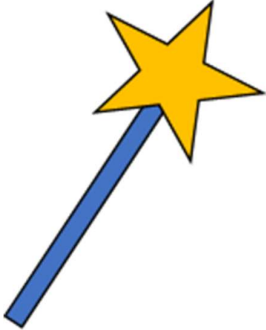
Check	Interview checklist
<input type="checkbox"/>	Arrives on time
<input type="checkbox"/>	Prepared
<input type="checkbox"/>	Brings support documents
<input type="checkbox"/>	Greets the interviewer (for example, says hello, shakes hand)
<input type="checkbox"/>	Introduces themselves
<input type="checkbox"/>	Dressed appropriately
<input type="checkbox"/>	Uses confident body language
<input type="checkbox"/>	Actively listens to questions
<input type="checkbox"/>	Answers questions with relevant information
<input type="checkbox"/>	Provides examples in their answers
<input type="checkbox"/>	Links their skills to the job description
<input type="checkbox"/>	Gives examples of their prior work experience
<input type="checkbox"/>	Talks about their qualifications
<input type="checkbox"/>	States they are willing to learn new skills
<input type="checkbox"/>	Uses a clear voice
<input type="checkbox"/>	Uses appropriate volume

Check	Interview checklist
<input type="checkbox"/>	Uses appropriate talking speed
<input type="checkbox"/>	Uses the language of employment
<input type="checkbox"/>	Thank the interviewer(s) for their time
<input type="checkbox"/>	Farewells the interviewer(s) (for example, shake hands again)
	Note the other things you see:
	Feedback or comments:

Worksheet 16 – Two stars and a wish

Reflect on your interview and use your interview feedback form to:

- identify 2 positive things from your interview
- identify one thing from your interview that you could improve.

Worksheet 17 – exit ticket

Reflect on your learning in this module by answering the following questions:

1. What have you learned through this module?

2. In what ways is this learning important for you?

3. What questions do you have about the language or content in this module?

Assessment task

Work Studies Stage 6 – assessment task

Task number	[School needs to enter these details]
Module	Module 2: Preparing Job Applications
Component and Syllabus Weighting	[School needs to enter these details]
Type of task	Job application including online form, resume and cover letter responding to selection criteria
Date due	[School needs to enter these details]
Mark	[School needs to enter these details]
Outcomes assessed	2. examines different types of work and skills for employment 5. communicates and uses technology effectively 7. utilises strategies to plan, organise and solve problems
Length	Cover letter (one typed A4 page), Resume (one typed A4 page) and digital application form.
Time	[School needs to enter these details]

Description of Task

This assessment task requires you to formally apply for a job.

This task has 4 parts:

1. Read and understand the job advertisement then choose one of the jobs to apply for
2. Write a resume for the job

3. Write a cover letter for the job
 4. Apply for this job using an online form
- Step 1** – choose a job advertisement from the ones provided to you by the teacher. Analyse this job to answer the following questions:
1. What type of person does the employer want?
 2. How do my skills fit the job?
 3. What are the employment conditions?
 4. How do I apply for this job?
- Step 2** – create a one-page resume that you would use to apply for the job. Your resume should include:
- your contact details (full name, address, phone number and email)
 - a short career objective statement (2 to 3 sentences)
 - a dot-point list of skills and attributes (list 5 to 6)
 - a summary of school achievements (2 to 3 sentences)
 - a summary of your relevant experience (one short paragraph or dot points)
 - the contact details of 2 referees (full name, relationship to you, phone number and email)
- Step 3** – write a cover letter for this job. Your cover letter must be set out as a one-page formal persuasive letter and should give the following information:
- an introduction that addresses the employer and introduces yourself
 - why you want this job (2 to 3 sentences)
 - your relevant attributes, skills and experience by addressing the selection criteria (one paragraph)
 - why would you be valuable to the company (one paragraph)

- your availability (1 to 2 sentences)
 - a conclusion in which you thank the employer for reading your cover letter.
- Step 4** – complete the simulated application form. This is an online form where you will enter your key details and upload your resume and cover letter.

Non-completion of task

Failure to complete this assessment task on the due date will result in a mark of zero and may result in an N-award warning for the course. Please see your teacher and/or Head Teacher HSIE if you have any queries or concerns **prior** to the due date. If you are absent on the due date, you must provide **official documentation** to the head teacher on the day you return to school.

Work Studies assessment task – student checklist

Tick when completed.

- I have read the task description carefully.
- I understand the selection criteria.
- I understand that I need to write a personalised, persuasive response which addresses the selection criteria in the job advertisement.
- I have used the text structure and language that is suitable for my audience and purpose.
- I have used present tense to write about my current skills and work experience.
- I have used past tense to describe previous skills and work experience.
- I have used first-person pronouns
- I have used academic English.
- I have used noun groups (adjectives and nouns) to describe myself and my positive personal attributes. For example, I am keen passionate worker.
- I have used strong verbs to describe my working habits, for example collaborated, managed, established.
- Other people have read my cover letter and resume to check that they address the selection criteria.
- I have read the marking criteria and understand what is required of the task.

My teacher has given me feedback on my draft resume and cover letter.

Assessment task marking criteria

Grade	Mark	Criteria
A	16–20	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • extensive knowledge of the skills necessary for applying for a job • highly developed skills in writing a cover letter and a resume • well-tailored use of English language according to the audience, context and purpose.
B	11–15	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • thorough knowledge of the skills necessary for applying for a job • well-developed skills in writing a cover letter and a resume • tailoring of English language use according to the audience, context and purpose.
C	6–10	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • sound knowledge of the skills necessary for applying for a job • sound skills in writing a cover letter and a resume • some tailoring of English language use according to the audience, context and purpose.
D	1–5	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • basic knowledge of the skills necessary for applying for a job • basic skills in writing a cover letter and a resume

Grade	Mark	Criteria
		<ul style="list-style-type: none">limited tailoring of English language use according to the audience, context and purpose.
E	0	<ul style="list-style-type: none">failed to submit tasknon serious attempt to complete task

Sources for assessment task

Job advertisement 1

High Street Fruit Shop

Casual Shop Assistants Needed!

15–30 flexible hours per week

General retail award

To apply: fill out the Microsoft form and attach your cover letter and resume that addresses the job requirements.

(School students 15 years and older are welcome to apply for 8 am – 1 pm Saturday shifts)

Job description

- Serving customers
- Cash register and EFTPOS operations
- Weighing and packing produce
- Stocking shelves and stock rotation
- General cleaning duties

About you

As this role requires you to interact with customers, you will need to be well-mannered, resilient, helpful and a problem-solver.

Your application will need to address the following points:

- Why do you want to work for the High Street Fruit Shop?
- What makes you the best person for the role?
- Your qualifications and experience relevant to this role.

Job advertisement 2

Smartville Regional Council

Local Government

Full time

General Hands Transport

Are you looking for an ongoing job with good working hours, great pay and lots of future opportunities? Do you like working outdoors and get satisfaction seeing how your work improves the local community? At Smartville Regional Council, we have several general hand positions available across the local government area.

We are looking for the best people to join our team. You will need to have a great work ethic, be keen to operate machinery and be an effective team member.

In this role, you will work as part of a team responsible for maintaining local roads, drainage and open spaces within the local government area. Experience operating machinery is desirable, but it is not essential. All employees will be given the right support and training to perform their duties.

A bonus of working for us is that you will work a 9-day fortnight, get long service leave after 5 years and will have the opportunity to work overtime.

About you

We value wellbeing, inclusion, commitment and transparency. The right person for this job will be able to embody these values and be an 'upstander, not a bystander'.

Your application will need to address the following points:

- Why do you want to work for Smartville Regional Council?
- What makes you the best person for the role?
- Your qualifications and experience relevant to this role.

Are you ready to join the team? If you want more information about this position call James Smith on 08 6756 2524 for a confidential discussion. Apply for this position by filling out the Microsoft form and upload your cover letter and resume that addresses the job requirements.

Job advertisement 3

Superduper Fun Kids Care

Key points

We have an exciting opportunity to join us on our journey and you won't find better!

Our state-of-the-art, purpose-built childcare centre is currently looking for several passionate and dedicated Early Childhood Assistants to join our team. You will provide high quality, interactive and planned care for children aged 6 weeks to 6 years in a professional team.

Essential requirements:

- experience within an early childhood education setting will be highly regarded
- ability to use Microsoft Word and iPad
- a current first aid, anaphylaxis and asthma certification
- a current approved Working with Children Check.

What we offer:

- an attractive remuneration package, negotiable on experience
- free parking available and easily accessible by public transport
- supportive management team
- career pathways.

How to apply

If you think you are right for this position, we would love to hear from you. Please apply by sending your resume to Mariam@superduperfunkidscare.com.au

For further information, please call 08 89892415 and ask to speak to Mariam.

Job advertisement 4

Job title: Electric Bike Delivery Specialist

Take on an engaging and dynamic opportunity for individuals seeking an enjoyable way to earn money while cruising on an electric-assisted bike. This role offers a unique blend of flexibility and enjoyment:

- flexible work hours ranging from part-time (6 hours per week) to full-time (up to 38 hours)
- versatile shifts suitable for individuals aged 14 and above, including after school, evening, morning, or a combination of these shifts
- advancement opportunities into management for those seeking more responsibility, leadership growth and additional earnings
- collaborate with a vibrant, supportive team in a fast-paced and interactive environment.

If you're intrigued by the idea of riding an e-bike to deliver fast food, and believe this role is a fit for you, reach out to us promptly! Positions are limited, so act swiftly!

Key vocabulary for the unit

Term	Explanation	Sample sentence
advertisement or job advertisement	A written announcement telling people about a job vacancy.	Bullseye has an advertisement in the newspaper for a kitchen hand.
applicant or job applicant	A person who applies for a job.	There are 5 applicants for the vacant position.
application	The formal request to be considered for a job. This normally requires a resume, cover letter and a response to criteria.	To apply for the job, you need to submit an application .
career	A job that someone spends many years in and has opportunities to progress.	I have been an accountant for 12 years. I am now a senior account. Being an accountant is my career .
characteristics or personal characteristics.	A person's features and qualities. The phrase means the same thing as positive personal attributes.	I had to describe my personal characteristics in the job interview.
commitments or work commitments	The time requirements of a job.	I called the employer to ask about the work commitments of the advertised job.
contact details	The information that is needed to contact someone, for example, phone number and email address.	The first section of the form asks me to provide my contact details .

Term	Explanation	Sample sentence
conditions or work conditions	The work environment and the terms of employment.	My job has good conditions as I get extra pay and extra holidays.
cover letter	A document that is included in an application that identifies the applicant, their skills and experience.	I just need to finish my cover letter and my application is ready to be submitted.
employee	A person who works for someone or an organisation (employer) for money.	I am an employee at Bullseye.
employer	A person, organisation or business that hires people.	I work for Bullseye. They are my employer .
employment status	A description of someone's work situation, for example, unemployed, employed, and so on.	My employment status is full-time employed.
experience or work experience	The skills and knowledge someone has gained from previous jobs.	I gained a lot of experience working with a skilled colleague for many years.
first impression(s)	What we think about someone or something the first time we experience them/it.	I am wearing a suit to my interview to make a good first impression .
details or personal details	Information that can identify a person, for example, name, date of birth, address, and so on.	My employer needs my personal details so they can mail me my contract.

Term	Explanation	Sample sentence
duties	The tasks an employee carries out at work.	A nurse's duties include caring for patients and giving needles.
hire	To employ someone to work.	After the interview, the boss hires the applicant.
interview	A formal meeting between an employer and an applicant, where the employer asks the applicant questions to see if they are suitable for the job.	In the interview , I got asked questions about my work experience.
job	The work someone does for money.	I am looking for a new job .
job seeker	Someone who is looking for a job.	The job seeker is searching for jobs on a recruitment website.
position	Another word for a job. The role someone does at work for money.	Mrs Jones is starting in a new position as Head Teacher of English.
potential employer	Someone or a company you are seeking work from.	I have submitted my application to the potential employer .
recruitment or recruitment process	The process of hiring a new staff member, normally including an application and an interview.	Because there is a vacancy at Bullseye, the boss will be recruiting soon.
recruitment website	An internet site where jobs are	Bullseye advertise their

Term	Explanation	Sample sentence
	advertised.	vacancies on a recruitment website .
referee	Someone who supports your application by talking or writing to your potential employer about your suitability for the job.	Because Mr Smith knows me well, I asked him to be my referee for the job advertised at Bullseye.
resume	A formal document a job seeker uses to record their details, work skills and work experience.	The job seeker wrote a new resume to use in their job application.
requirement or job requirements	What I need to perform a job, for example, skills or qualifications.	Good computer knowledge is a requirement for the job at Bullseye.
skills	A person's ability to do something well.	Ahmed speaks 3 languages. He has good language skills .
staff	The group of people who work at a business.	After the interview I got to meet the staff at the preschool.
vacancy	A position that is currently empty.	James left his job at the service station. There is now a vacancy there.

Evaluation

Evaluation of learning activities should be an ongoing process throughout the delivery of lessons and unit. Teachers should document their evaluation of learning activities to determine if students achieved the lesson's intentions.

- What worked well? Why?
- What needs improvement? How could this be done?

Differentiation

Teachers need to consider [inclusion and differentiation](#) and [curriculum planning](#) when using the Career Learning in Curriculum resources in the classroom. Differentiated learning should be enabled through both planned and contingent adjustments to the teaching approach for content, process, product, and learning environment.

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including Aboriginal and EAL/D learners.

Including Aboriginal language or Aboriginal English vocabulary, as well as reflecting cultural language from student ethnic backgrounds, adds significance and meaning to the learning. Contact your local Aboriginal Education Consultative Group (AECG) representatives and Aboriginal community members for information about the local language or Aboriginal English.

For further information about differentiation, visit [Career Learning and Vocational Education](#).

Evidence base

Evidence-base refers to researching practices to apply proof, reliability and ethical standards to ensure quality. The Evidence-base provides credible knowledge that has been created and tested through rigorous methods.

CESE (Centre for Education Statistics and Evaluation) (2021) *English as an additional language or dialect (EAL/D) effective school practices*, report prepared by M Turnball and J Braiding, NSW Department of Education, NSW Government, accessed 21 June 2024.

Derewianka B and Jones P (2016) *Teaching language in context*, (2nd edn), Oxford University Press, South Melbourne.

Gibbons P et al., (2009) *English learners, academic literacy and thinking: Learning in the challenge zone*, Heinemann, Portsmouth.

Gibbons P (2015) *Scaffolding language scaffolding learning*, Heinemann, Portsmouth.

Halliday, M A K (1993) 'Towards a language-based theory of learning' *Linguistics and education* 5 93-116.

Hammond J (2001) *Scaffolding: Teaching and learning in language and literacy education*, PETAA, Newtown.

Hertzberg M (2012) *Teaching English language learners in mainstream classes*, PETAA, Newtown.

NSW Department of Education (2018) *Classrooms of possibility: working with students from refugee backgrounds in mainstream classes*, prepared by J Hammond, NSW Department of Education and University of Technology Sydney.

Alignment to system priorities and/or needs

This teaching and learning program aligns with strategic priority to improve literacy and numeracy, aligns with [Our Plan for Public Education](#), [What works best – EAL/D](#), the [Multicultural Education policy](#) statements and the [Multicultural Plan 2019-22 \(PDF 1807 KB\)](#) targets.

Further resources

- [ACARA – EAL/D learning progression Foundation to Year 10](#)
- [Australian Curriculum: meeting the needs of students for whom English is an additional language or dialect](#)
- [Classrooms of Possibility – Talking to learn \(staff only\)](#)
- [EAL/D Advice for schools](#)
- [EAL/D enhanced teaching and learning cycle](#)
- [EAL/D literacy and numeracy](#)
- [EAL/D advice and resources on the URH](#)
- [NESA EAL/D support](#)

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](#) website.

To provide feedback or for further information, access the feedback form via the [Career Programs URH feedback form](#) or with the QR code below.



References

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<https://educationstandards.nsw.edu.au> and the NSW Curriculum website

<https://curriculum.nsw.edu.au>.

[Work Studies Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

ACARA (Australian Curriculum, Assessment and Reporting Authority) (2014) *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice*, ACARA.

NSW Department of Education (2020) [EAL/D advice for schools](#), NSW Department of Education, NSW Government.

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