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| Assessment Title | Assessment 2: Listening journal |

Competency Details

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| Unit code/s and title/s | NAT10937005 Listen to highly complex texts |
| Qualification code/s and title/s | 10937NAT Diploma of English Proficiency |
| Business unit/Work group | Health, Community and Foundation Skills/FSAE |

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| Complete for eachstudent | |
| Student Details | |
| Student name |  |
| Student SIS ID |  |
| Assessment date |  |
| Reassessment | This is a re-attempt |

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| Student Submission Declaration | |
| Student declaration | *I hereby declare that the material I submitted for this assessment is my own work except where specifically acknowledged and referenced.* |
| Student signature |  |

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| Assessment Outcome | |
| Result | Satisfactory  Not Satisfactory |
| Feedback to student |  |
| Assessor declaration | *I declare that I have conducted the assessment with this student and have provided a result and constructive feedback on the outcomes. A copy of the feedback has been given to the student along with advice on skill or knowledge review that should be undertaken before attempting any reassessment* |
| Assessor name |  |
| Assessor signature |  |
| Feedback date |  |
| Reassessment details |  |
| Due date for reassessment |  |

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| Guidelines |
| Ensure you have read the Student Assessment Instructions related to this assessment task before completing the task described in the Task Details section below.  The task details are provided for you to use during the assessment. This document must be returned to your assessor at the end of the assessment. You are not permitted to keep this document or make a copy. |
| Task Details |

In this task, you will be required to listen to at least 8 texts of your own choice and record summaries of these in a listening journal.

You will listen to a broad variety of programs from ABC Radio as well as podcasts. Commercial radio programs are not acceptable for this task. You will keep a listening journal, taking notes from audio material on at least 8 different occasions. You will summarise each audio material that you listen to. Record your answers on the worksheet below, adding rows as you go. You will also identify new words or expressions that you come across in your listening and use them in sentences. Finally you will answer questions asking you to identify strategies that will improve your listening comprehension ability.

**Table A**

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| **Title of radio or TV program + website**  **and date heard;** | **Predict what you will hear (based on information such as title, presenter, promo material etc) and how useful you think it will be for you.**  **For each programme, explain using bullet points and 40-50 words** | **How well did you understand what was said? Comment briefly on any issues e.g. accent or speed.**  **Identify Australian accent spoken. E.g. broad, cultivated or general**  **For each programme, explain using bullet points and 40-50 words** | **What sort of listening text is it? (e.g. interview/**  **report/**  **podcast etc.)**  **Would you need to listen to more than one programme to fully grasp the topic?** | **What difficulties did you encounter when taking notes on the programme (i.e. speaker’s pace, accent, vocabulary, subject matter)?** | **Summary: In your own words, in full written sentences using 80-100 words.**  **Use the ‘wh and h’ questions to help you:**  What was the topic about?  Where does the topic refer to?  Who was it about?  Why was the topic discussed? |
| Example  Radio National: Life Matters: Future Proofing Australian Students  <http://www.abc.net.au/radionational/programs/lifematters/future-proofing-australian-students/7566272>  **Heard Monday 25 June 2018** | Example   * This relates to me in both a personal and professional way. * I am an accountant, * I am interested in … * I am curious about … | Example   * When I listened the first time, it was easy/difficult to … * Fast talking made it difficult because… * When I listened the second time… | Example  Current affairs radio program | Example | Example  This program looks at the future of jobs in Australia and the future workforce will need…  The program host interviews …  It was interesting, especially …  New words and expressions learnt: |
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**Table B**

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| **Word bank: what new words/phrases/idioms did you hear in the programmes that you listened to? Use five of them in sentences within the context of the programme’s topic that show their meaning.**  *.* | *Example: ‘whistle-blower’ – Julian Assange felt that many governments were involved in secret inappropriate activities so he decided to become a whistle-blower and inform the public* |
| **Figurative language: what figurative language (e.g., metaphors, similes, hyperboles, alliteration etc.) did you hear being used in the programmes you listened to? Write three of them, explain what figurative language has been used and explain why it has been used.** | *Example: metaphor - the benefits of providing university education to international students is equivalent to the benefits of selling coal and barley to China. (from ‘Chinese students: commodity or opportunity, ABC Radio 29/6/21). The metaphor highlights the financial benefits Australia reaps from having Chinese students studying in Australia.* |

**Table C**

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| **In Assessment 1, you identified barriers that hinder your ability to understand highly complex listening texts such as podcasts, interviews, lectures and radio programmes on the ABC. Now that you are completing this journal, what strategies will you, or have you, put in place to improve your listening comprehension?** | *Example: When listening to podcasts, radio programmes or lectures, I will try to focus on the introduction given by the presenter, as that usually contains the name of the speaker, the topic and why it is important. This will help me understand the gist of the listening text.* |
| **List some pieces of advice you have been given over the term by your peers and native speakers (neighbours, work colleagues, friends) about ways to improve your listening in conversations with other people?** | *One classmate told me to take notes of what the speaker is saying when I am having a phone conversation with a utilities company.* |