**Pathway B Level B2 Speaking and Listening**

**Persuasive text- Should children learn to swim? (1)**

| **Student information** | This student is 8 years and 8 months old. They have been in Australia for 11 months and attend an English language school in a Year 3 class. They were born in Iraq and their home language is Arabic. They had interrupted schooling in Jordan for about 2 years and had limited exposure to English prior to coming to Australia. |
| --- | --- |
| **Task** | Students have been learning about the beach in class and have also recently taken part in swimming lessons. They have been reading and creating persuasive texts about the importance of sun and water safety and learning to swim.  The student being assessed is having a conversation with their teacher.  The words spoken by the student being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| --- | --- | --- | --- |
| 00:05 – 01:45 | This term, we've been learning about an argument text, and we've been learning about the beach and sea. So, we're going to revise some of the important words that we've have learnt for our genre this term. So, let's have a look at the top. Can you tell me, what is the first word up here?  **Should.**  Should, what does should mean?  **It means yes**.  Yes, you should do it. How about the second one?  **(Together) Shouldn't.**  What does that mean?  **It means don't do it.**  **Don't do it.**  That you don't agree. Okay. And the second part is, we thought about saying what we believe. Okay**.**  **(Together) Yeah.**  So, let's have a look at the second part here.  **Okay**.  What's that say?  **I believe.**  **I believe**.  I believe. So remember, the first part is we have to say what we believe. Because remember, we are convincing someone to believe the same as us. Okay. Ohan, what's the first word we need to use when we're saying the first argument?  **Firstly.**  Firstly. Very good. And Amir, what's the second one that we use?  **Secondly.**  Secondly. And what's the last one, Ohan?  **Finally.**  Okay. So remember, we have to use evidence to say why we believe something. What are the important words to tell us why?  **Should...**  **Because and so.**  **Because, so.**  So and because. Well done. | * Beginning to demonstrate independence in extended conversations [(VCEALC321)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC321) * Use simple forms of modality - understands simple modality (should/shouldn’t) when listening to others [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) * Use clear pronunciation for common words and learnt key topic words [(VCEALL343)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL343) | |
| 01:45 – 02:50 | So, Ohan, do you know how to swim?  **No.**  No. Can you tell me why you don't know how to swim?  **Because I scared.**  You are scared. Do people, is there a beach in Iraq?  **Yeah**.  Yeah, you live close to the beach?  **No.**  No. Did we go swimming this year?  **(Together) Yeah.**  Yeah. Can you tell me about that, Ohan? Where did we go?  **On the swimming pool.**  Do you remember where it was?  **In Sunshine.**  In Sunshine. And what sort of things did you learn?  **We learn how to swim.**  But what, can you remember some of the things the teacher told you? What do you have to do with your legs?  **Splash**.  How about getting into the water safely?  **We go slowly in the water.** | * Maintain short, structured social interactions with increasing fluency - developing fluency in interactions with familiar adults around familiar topics [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) * Comprehend social English in familiar context, and use conversation partner to support understanding for example using gestures, modified speech or provision of wait-time [(VCEALC324)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC324) | |
| 02:50 – 03:42 | Our question in our class is, should children learn how to swim? So, I'm going to ask you first, Ohan. What do you believe?  **I believe children should learn how to swim.**  So, after we say what we believe, we have to say, why? Can you tell me why children should learn to swim? What is one reason?  **If you don't know how to swim, you will drown.**  Let's have a look at it at the second reason. Why is it good exercise, Ohan?  **Because you are moving your body.**  Yeah. And what might happen to your body?  **Your body will not get fat.**  What is the last reason, Ohan?  **If you know how to swim, you can have fun with your friends and family**. | * Respond appropriately in some contexts [(VCEALA328)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA328) * Participate appropriately in social and learning situations by listening actively, responding to others and contributing information and ideas [(VCEALA329)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA329) * Use some grammatical rules consistently [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) * Use simple forms of modality (should, if) [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) | |
| 03:42 – 04:21 | Now that we've gone through the structure of an argument, do you think you could have a go by yourself? You can have a look up here for some of the important words. Could you tell me, why should children learn how to swim?  **Firstly, children should learn how to swim, because it is dangerous if you don't know how to swim.**  **And...**  **And secondly, your body will be stronger. And finally, you can have fun with your friends and family.** | * Beginning to use learned sequence markers in speech [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334) * Use a range of verb forms with increasing accuracy [(VCEALL336)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL336) * Use, in speech, vocabulary and structures learnt from spoken and written texts - incorporating new vocabulary from written texts in conversations and presentations [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341) | |

| This student’s performance in this task suggests that they are working within the range of Level B2 in Speaking and Listening. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of B2, consolidating B2 or at the B2 standard in Speaking and Listening.  At **beginning Level B2** students**:**   * are beginning to extend their comprehension and use of social and classroom language * are able to use simple conjunctions such as ‘and’ and ‘but’ * are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency will occur as they take more risks, for example, subject–verb–object agreement is very unstable and not usually correct and students attempt to mark past time with time markers, but do not yet use past tense forms. * are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions.   At **consolidating Level B2** students:   * continue to extend their comprehension and use of social and classroom language * appear more confident in social exchanges and will initiate interactions with teachers and peers * show increasing confidence in participating in structured mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics with support from the teacher * can use endings of common verbs with some consistency, and can use ‘don’t’ for negation * sometimes demonstrate subject–verb agreement when speaking but not in every utterance * can use some common past tense verbs, but still usually mark past time with time markers rather than verb tense.   At[**Level B2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English * negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures * identify and describe people, places and things using simple vocabulary * describe a series of events or actions using some detail * initiate and manage interactions appropriately in a range of familiar contexts * understand instructions, recounts and explanations when supported by clear contexts * use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances * use basic time and sequence markers and simple negative forms * use verb endings with some consistency * use some of the terminology of new topics * pronounce familiar words comprehensibly * employ basic strategies to sustain and enhance communication in English. | **Possible next steps for this student’s learning:**   * Provide supported practise in extended conversations to build independence [(VCEALC321)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC321) * Practise using appropriate non-verbal strategies, for example modifying intonation, volume and stress and using eye contact, facial expressions or gestures to enhance own spoken texts with [(VCEALA330)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA330) * Continue to practise using simple descriptive vocabulary [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) and phrases [(VCEALL337)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL337) in speech |
| --- | --- |
| **Pathways and transitions considerations**  A student who has achieved the B2 standard will continue on Pathway B to Level B3 of the EAL curriculum.  At the end of Year 6, all students who are working within the B2 range or who have achieved the B2 standard will transition to Pathway C in Year 7.  Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:   * there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school * it is developmentally appropriate for the individual learner. |