**Pathway B Level B2 Speaking and Listening**

**Persuasive text- Why children should be sunsmart (1)**

| **Student information** | This student is 11 years and 11 months old. They have been in Australia for 12 months and attend an English language school. They were born in Afghanistan and their home languages are Pashto and Dari. They had age equivalent schooling in Afghanistan for about 5 years but had very limited exposure to English prior to coming to Australia. |
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| **Task** | Students have been studying the beach in class. As part of this unit of work, they have been reading and creating persuasive texts about sun safety and water safety. In this speaking and listening task the student was consolidating their understanding and showing the teacher what they had learned in the unit. In particular, the teacher was assessing how well the student with support and scaffolding could:   * give an opinion on a designated topic * provide statement of position, some reasons and evidence * use text connectives, conjunctions (because and so), negatives * provide a summary of argument and re-statement of position   The student being assessed is having a conversation with their class teacher.  The words spoken by the student being assessed are in **bold**. The teacher’s words are in normal font. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 01:11 | What sort of words do you use, when you are stating your point of view? When you are telling people if you agree or disagree, what do you use?  **I think, I**  Okay, can you find think there?  **Maybe, here. This here**  Okay, pop that one there. Okay. What other word can you use?  **I believe**  Okay. So, after we've done our point of view...  **Yeah.**  What do we need to do next?  **This is, reasons.**  Your reasons. Fantastic. So, when we are talking about our reasons and explanations, we have our first reason. So we might start the sentence with...  **Firstly**  Find. Find. Yeah. And?  **Secondly**  And Mohammed?  **Finally.**  Okay. If I ask you, why do you think that? What do you say?  **(Together) Because**  Ah, so when, when I'm asking you a why question, you might answer it with…  **(Together) Because.**  Because. Okay. | * Respond appropriately in some contexts, participating in interactions by listening actively, responding to others and contributing information and ideas [(VCEALA328)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA328) * Use clear pronunciation for common words and learnt key topic words [(VCEALL343)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL343) | |
| 01:11 – 01:32 | What does it mean when we say sunsmart?  **Sunsmart mean, ah, um can you say again?**  What does sunsmart mean? Like smart in the sun. What's another word for smart?  **Smart**  **Smart your, your be safe**  Safe in the...  **In the sun.** | * Beginning to demonstrate independence in extended conversations [(VCEALC321)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC321) * Ask speaker to repeat or speak slowly, or ask what a word means [(VCEALC323)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC323) * Comprehend social English in familiar context, and use conversation partner to support understanding [(VCEALC324)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC324) | |
| 01:32 – 02:34 | So should children, Mustafa, be sunsmart?  **Yes, I believe children should be sunsmart because the sun is very dangerous.**  Okay so, what's your first reason?  **Firstly, children should be sunsmart because at summer the sun, the sun is very dangerous. If children go outside, park or beach children have to put sunscreen in his body. If children don't put sunscreen in his body his body is burn.**  So, have you got any other reasons why student... children should be sunsmart?  **Yes. I think children should be sunsmart because the children, if children wear a hat, they protect the face and they are protect the face and neck. If children don't put hat, their face is headache and their face is burn.** | * Initiate and maintain short, structured social interactions with increasing fluency [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) * Describe and identify people, places and things using a small range of descriptive vocabulary [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) * Use simple forms of modality [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) | |
| 02:34 – 04:32 | So, you start here.  **I believe children should be sunsmart for lots of reasons. Firstly, yeah, firstly, children should be sunsmart because if you put sunglasses in your eyes, your eyes is don't damage and you are you are safe from the sun. And if you don't put sunglasses in your eyes, your eyes is damage and so red. If you older, you can you cannot see, if you cannot see your if you read something, you have to be, a put sunglasses if you go outside, or beach or something.**  Okay.  **And secondly, children should be sunsmart, if children put sunscreen in his body, they are safe from the sun and their body is don't burn. And if you go to the beach, you have to be put sunscreen in your body. If you don't put sunscreen in your body, your body is burn. And if you older, your body is little bit red and you are not so beautiful, you feel that.**  Okay. One more.  **And finally, I think children should be sunsmart. A hat because you have to be, wear a hat and summer and sunny day. If you wear a hat on sunny day, you are safe from the sun and you protect your face and neck. If you don't put hat on sunny day, your head is, your headache and your hat is, your face is burn.**  Very good**.**  **And so children should be sunscreen for lot of reason.**  You mean sunsmart?  **Yeah, sunsmart.**  Okay. | * Enhance own spoken texts with appropriate non-verbal strategies [(VCEALA330)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA330) * Describe and identify people, places and things by building simple noun phrases [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) * Beginning to use some grammatical rules consistently [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) * Use simple descriptive phrases [(VCEALL337)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL337) * Use, in speech, vocabulary and structures learnt from spoken and written texts [(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:**   * Continue to participate in a range of structured social interactions to increase fluency [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) * Continue to build capacity to describe and identify people, places and things using simple vocabulary [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) * Practise the consistent use of correct articles, prepositions and personal pronouns [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) * Explicitly teach a range of verb forms to increase accuracy and practise maintaining consistency of verb tenses in extended speech [(VCEALL336)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL336) |
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| **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. |