**Pathway B Level B2 Speaking and Listening**

**Persuasive text- Why children should be sunsmart (2)**

| **Student information** | This student is 10 years and 8 months old. They have been in Australia for 13 months and had limited exposure to English before then. They attend an English language school in a Year 3-6 class. They were born in Afghanistan and their home languages are Pashto and Dari. They had age equivalent schooling in Afghanistan for about 3 years but had 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) and 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**. |

| **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're stating your point of view? When you're telling people if you agree or disagree, what do you use?  **I think.**  **I think.**  Okay, can you find think there?  **Maybe, yes it's here.**  Okay, pop that one there. Okay and what other word can you use?  **I believe.**  Okay. So after we've done our point of view, what do we need to do next?  **This is reasons.**  Your reasons, fantastic. So when we're talking about our reasons and explanations, we have our first reasons. So we might start the sentence with?  **Firstly.**  Find, yep.  And?  **Secondly.**  And, Mohammed?    **Finally.**  Okay, if I ask you, why do you think that? What do you say?  **Because.**  **Because.**  - Ah, so when I'm asking you a why question, you might answer it with?  **Because.**  **Because.**  Because, okay. | * 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 clear pronunciation for common words and learnt key topic words [(VCEALL343)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL343) | |
| 01:11 – 01:40 | So if someone says, sunsmart to you, what do you think of sunsmart? What does it mean?  **Sunsmart mean the sun is very dangerous. And you save yourself from sun.**  Mohammed, what do you think? Should children be sunsmart?  **I think children should be sunsmart because the sun is extremely dangerous.** | * Beginning to demonstrate independence in extended conversations [(VCEALC321)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC321) * Maintain short, structured social interaction with increasing fluency [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) | |
| 01:40 – 02:05 | So what's your first reason?  **I think children should be sunsmart because when they went to a park or beach, they put… when put the glass in their eyes because when they don't wear the sunglasses their eyes is hurting and...**  **Damaged.**  **Damaged.** | * Comprehend social English in most familiar contexts, and use conversation partners to support understanding [(VCEALC324)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC324) * Use simple forms of modality [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) | |
| 02:05 – 02:45 | Is there something in your poster that you haven't talked about yet?  **- Mm.**  Which one?  **T-shirt. I think children should be T-shirts. When they went to the beach, when they wear the T-shirt, the body is safe in the T-shirt. The Australian people or another country, they don't wear the T-shirt and their skin is burn.**  Now we have to conclude our persuasion.  **So children should be sunsmart because the sun is extremely dangerous.** | * Identify key points of information in short spoken texts, answering questions using a familiar structure on a familiar topic [(VCEALC326)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC326) * Use some grammatical rules consistently eg. personal pronouns [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) * Use, in speech, vocabulary and structures learnt from spoken and written texts [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341) | |
| 02:45 – 04:28 | And start here, should children be sunsmart?  **Should children should be sunsmart? I think children should be sunsmart for lots of reasons. Firstly, children should be sunsmart, when they wear the T-shirts, their body is safe from sun and the body don't burn. When they don't wear the T-shirts their body is get burn and they was all red. Secondly, children should be should be sunsmart, umbrella. When you go to the beach you wear umbrella in there, big umbrella. And then you did anything you want under there. When you go outside there was sun, your skin is burn, your face and your eyes is very hurt. We should... You should...Children should be sunsmart. Finally... finally...what I do?**  Do you have another reason? Okay, so you are down to this one, then.  **So children should be sunsmart, for lots of reason because the sun is very dangerous and your body get very burn.** | * Maintain short, structured social interaction with increasing fluency, negotiating meaning through use of simple questions and clarifications [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) * Beginning to modifying intonation, volume and stress to 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 using simple vocabulary for colour, size, place, location, time [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333) * Use specific time and sequence markers in speech [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334) * Use simple descriptive phrases (adverbial phrases of place and time) [(VCEALL337)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL337) | |

| 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:**   * Practise grammatical rules such as articles to increase accuracy and consistently [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) * Explicitly teach a range of verb forms and practise to build accuracy and consistency (past tense, modals) [(VCEALL336)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL336) * Continue to practise simple forms of modality [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) |
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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. |