**Pathway B Level B2 Speaking and Listening**

**Persuasive text- Why children should learn to swim (1)**

| **Student information**  | This student is 10 years and 3 months old. They have been in Australia for 15 months and attend an English language school in a Year 3-6 class. They were born in Afghanistan and their home language is Dari. They had interrupted schooling in Afghanistan schooling for about 2 years and no exposure to English prior to coming to Australia.She can read and write in Dari. |
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| **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:** |
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| 00:05 – 00:33 | So, this term, we have been learning about persuasive texts through the topic of ah beach, the sea, water, and sun safety. So, I have a question for you. Should children learn to swim?**Children should learn to swim. Swimming is good for lots of reasons.** | * Starting to use simple forms of modality (should) [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338)
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| 00:33 – 01:37 | Now, I'm going to ask you to tell me your argument. Try to convince me why you believe that children should learn to swim. Okay? And we've got some photos here that might help you. Can you give me also your argument as to why you believe children should learn to swim?**Secondly, swimming is good exercise.**Okay, it's good exercise.**Your body get stronger.**Yeah, so your body does get stronger. And how does it get stronger?**Different muscles.**Yeah, you use different muscles. When... When do you use different muscles?**Because you swim.**Yes, yeah, when you are swimming.**Finally.**Yeah, finally, yeah.**Children have fun with friends and family.**Friends and families, yes.**Families.** | * Comprehend social English in familiar context, using support from conversation partners, including gestures, modified speech, provision of wait-time [(VCEALC324)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC324)
* Use specific, learned time and sequence markers in speech [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334)
* Attempting to self-correct pronunciation and grammar [(VCEALL339)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL339)
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| 01:37 – 02:48 | And how did they have fun?**At the beach**.At the beach.**Or at the swimming pool**.That's right.**Or lake, at the river. Children won't be scared at fishing or at the lake**.Yeah, can you summarise the other arguments from your first and your second arguments?**Children have large families.**Yes, so they have large families, and what can they do?**Is can do swimming.**They can swim together, yeah.**Swim, yes.** And can you think of the other summarise from the other, the second argument?**Second drown in the water is not know how to swim.**Yeah, if they don't know how to swim.**To swim?**They might drown. That's right.**Yes.** | * 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)
* Beginning to participate appropriately in a learning situation by listening actively, responding to others and starting to contribute information [(VCEALA329)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA329)
* Beginning to 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 [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341)
* Beginning to use clear pronunciation for common words and learnt key topic words [(VCEALL343)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL343)
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| 02:48 – 03:36 | Do you know how to swim Mahdia?**Yes.**Yes, you do.**Because I'm good.**You know how to swim? Okay. Why do you think it's important for you to learn how to swim**?****Because happy with your friend or your family.**Who's happy?**Me, yes.**How...how will you be happy?**Because I know how to swim.**Because you know how to swim, yeah, and where can you swim?**At the swimming pool. I think going very in the swimming pool.**Oh, but you like to go to the swimming pool more? Yeah. Well now it's...**So cold because my mum say not go.** | * Beginning to initiate and maintain short, structured social interactions [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322)
* Enhance own spoken texts with appropriate non-verbal strategies such as eye contact and facial expressions [(VCEALA330)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA330)
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| 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 practise speaking in a range of situations to build fluency and independence [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322)
* Earn and practise simple vocabulary (e.g. for colour, size, place, location, time) to describe and identify people, places and things [(VCEALL333)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL333)
* Explicitly teach and practise constructing sentences using a range of verb forms [(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.
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