**Pathway B Level B2 Speaking and Listening**

**Persuasive text- Why children should learn to swim (2)**

| **Student information** | This student is 12 years and 5 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 for about 2 years and had no exposure to English prior to coming to Australia.They can read and write in Dari. |
| --- | --- |
| **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 – 00:27 | So this term, we have been learning about persuasive text through the topic of ah beach, the sea, water, and sun safety. Should children learn to swim?  **I agree that children should learn to swim. Swimming is good for many reasons.** | * Participate appropriately in social and learning situations [(VCEALA329)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA329) | |
| 00:27 – 01:35 | 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.  **Firstly, children should learn to swim so they can swim. Every year, some people drown because they can't swim. Some children have large families, so they help their families.**  How can they help their families?  **Ah, help to family because new help.**  Some children have large families. So what can they do with their family?  **Help the because the swing.** | * Use simple forms of modality [(VCEALL338)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL338) * Use mostly clear pronunciation for common words and learnt key topic words [(VCEALL343)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL343) | |
| 01:35 – 02:25 | Would you like to say anything else?  **Yes. Swimming is good exercise. You use the... you use the**  **Different muscles.**  **Different muscles. Different muscles. Stronger...**  Yeah, you use different muscles. Yeah, that's right.  **So body.**  - Different muscles.  **Different muscles. Body, legs. And...**  So you used different muscles on your body.  **Body?**  Yeah, and your legs.  **Your legs.** | * Comprehend social English in most familiar contexts, using support from conversation partners, including gestures, modified speech, provision of wait-time [(VCEALC324)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC324) * Use some grammatical rules consistently – regular plurals [(VCEALL335)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL335) | |
| 02:25 – 03:15 | Yeah, can you tell me your last argument? Mahdia.  **Finally, Children has lots of fun.**  Yeah, they can have  **Lots of fun.**  Lots of fun, yeah.  **With your friends and family. So the swing. Swimming at the beach, a swimming pool, rike**  Yeah. Yeah, so they can swim.  **And the river.**  That's right.  **Was not scary in the fishing at the boat.** | * Use, in speech, vocabulary and structures learnt from spoken and written texts [(VCEALL341)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL341) | |
| 03:15 – 04:04 | Do you know how to swim or not really?  **Not really.**  Not really. But have you learned a little bit?  **Yes.**  You have learned how to swim. So you do know how to swim a little bit? Yeah.  **Yes.**  Why do you think it's important for you to learn to swim?  **Swimming is good for fun. Fun with my family and friends.**  Yes. So you can have fun with your family and friends when you are swimming?  **Yes.**  And where do you like to go swimming?  **I like the swimming pool.**  You like to swim at the swimming pool?  **Yes.**  And do you go there a lot?  **At beach.**  Oh, and at the beach as well?  **Yes.**  Which one do you go to more?  **Beach.** | * Beginning to maintain short, structured social interactions - developing fluency in interactions with familiar adults around familiar topics [(VCEALC322)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC322) | |

| 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) * Continue to explicitly teach and practise using specific time and sequence markers in speech [(VCEALL334)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL334) * 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) |
| --- | --- |
| **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. |