**Pathway B Level B3 Reading and Viewing**

**Persuasive text - Understanding persuasive elements in a film (1)**

| **Student information** | This student is 11 years and 5 months old and is in Year 6. They came to Australia 5 years and 3 months ago from Somalia. Their schooling in their home country was interrupted, so they studied for 4 terms in a new arrivals program before enrolling in a mainstream school. They speak Somali at home. |
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| **Task** | Students have viewed the short animation film, Piper. They have learned in class about the filmmakers' use of devices including contrast, sound and visual perspective. In this activity, students sort sentences into a text organiser under headings (introduction, contrast, visual effects, sound, conclusion) to create a film review. Students discuss with their teacher the structure of the text and the words that helped them to sequence the sentences correctly.  The teacher is assessing the student’s ability to:   * demonstrate an awareness of how ideas are organised in a review * find the topic sentence for each paragraph * sort the sentences into the correct sequence using the text organiser as a guide * recognise cohesive devices that help to order the points and examples.   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 – 00:40 | We've been looking at the film Piper, and we've talked about three different devices that the filmmakers use. Okay. So, the person who wrote this book review has talked about the same three devices. There's also an introduction that introduces us to the film and introduces the three devices that it's going to talk about. And then there's a conclusion that tells us what the writer thinks about the film, what sort of a film they think it is. So, what I want you to do is to read each one of these and tell me where you think it goes. | * Beginning to learn about the connection between text purpose and structure [(VCEALA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA431) | |
| 00:40 – 01:43 | **This one.**  Okay, so what does that say?  **Firstly, the film show is how Piper change, change by skilfully contrast, contrasting…**  Good.  **events at the start and the end of the film.**  Okay. So which one of those sections do you think that belongs in? What's it talking about?  **It's talk about like when like first like, what something happened and like when he went under the water, yeah.**  Ummhmm.  **He was like scared and that the first time but the second time he was like happy and jumping all over. And all around.**  That's right. So it's contrasting something early in the film and later in the film by doing the same thing but showing a different reaction. So is that contrast, music and sounds or perspective?  **Contrast.**  Contrast. Great. Put it in contrast. Okay. We'll sort out the order late later. | * Access, interpret and evaluate information from a print text [(VCEALC424)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC424) * Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) * Explain the meaning of a complex sentence, for example the sentence [(VCEALL443)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL443) * Notice errors with pronunciation and attempting to correct these [(VCEALL450)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL450) | |
| 01:43 – 02:14 | Why did you put that in the first box there?  **Oh**.  You're right. Why did you put it there? What gave you the clue?  **Because it fits there.**  Hmm.  **It fits there.**  Um. But what in the words gives you the clue that that's going to be the first sentence of contrast? Why do you think that's the topic sentence? What does it start with?  **Firstly.**  Firstly, okay. So the sequencing word often comes at the beginning of the paragraph, doesn't it? All right. | * Begin to understand the connection between text purpose and structure with teacher support [(VCEALA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA431) | |
| 02:14 – 03:05 | Choose another one and read it out and we'll see where it goes.  **This one.**  Mm mm.  **Piper is a film about a seagull chick who makes a friend and learn means to be confident. Instead of words, the filmmaker uses clever devices like contrast, sounds and music and perspective, perspective to help us understand the story and the character's feelings.**  Okay, where do you think that goes? Um...  **Introduction?**  Yeah, you're right. It's telling us what the film's about.  **Yeah.**  And telling us the three devices that we're going be talking about. Well done. All right. | * Understand the cohesion of ideas between and within paragraphs with extensive teacher support - locating the topic sentence at the beginning of each paragraph, reordering sentences in a paragraph to follow a logical order of ideas, sequencing sentences using cohesive devices [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) | |
| 03:05 – 04:18 | What's next?  **One example of contrast is when Piper gets hit by waves, by waves. The first time he runs back to his nest shaking with fright, but in contrast, later Piper, Piper buries himself in the sand, when a wave comes and then jumps around happily.**  Okay. So, which section do you think that goes in? Which device are they talking about?  **Contrast.**  Okay. So, you've got the topic sentence. Does that look like an example?  **Yeah.**  Mm. How can you tell it's an example?  **Because it's telling us, like what he does first like in the movie and then the last bit.**  Good. Yeah, it's telling us what happens in the movie. Can you see some words at the beginning that also give you a clue that it's one of our examples? What does it say?  **One example of contrast.**  Okay. One example of contrast. So, pop it in there. Well done. You can see there's three sentences in there. So you might find some other ones like that. | * Identify and compare a range of features of texts, for example text structure and use of evidence, with teacher support [(VCEALL439)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL439) * Follow the meaning of complex sentence patterns [(VCEALL443)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL443) * Reread sections of text to improve understanding [(VCEALL452)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL452) | |
| 04:18 – 04:37 | All right, what else have you got?  **This makes the film more enjoyable because we can relate to the characters.**  Oh. Okay. So, what's that talking about?  **Is that this one?**  Yeah, you're right. That's the opinion. It talks about the film being enjoyable, doesn't it? And that's the author's opinion. |  | |
| 04:37 – 05:56 | **Another example is how the loud roaring sound of the water at the start of the film changes to gentle bubbling noises at the end. This, these different sounds make us change our feelings about the water and show us how Piper's feeling about the beach have changed, have changed too.**  Good. So what's that talking about?  **It's talking about contrast.**  Is it? Read the first sentence again. Another example is how the loud roaring…  **Sounds**.  Sounds good, okay. So that one says another example. So, what does that tell us, if it says another, what do we know?  **It's here.**  Yeah, yeah. So what do you think? Is this the first example of sounds and music?  **No.**  No, because this one says another example. So, we know that before this one. There's going to be another example that comes first. So probably, we're going to have to put it somewhere before this one. | * Interpret the meaning of written text that uses a range of tenses and negation [(VCEALL444)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL444) | |
| 05:56 – 06:49 | All right. Let's see, what else have you got here?  **Gentle music at the start of the film gives us a happy feeling when Piper and his mother are safe in their nest. But loud music when the waves are coming make us expect danger.**  Which section do you think that goes in? What's it talking about?  **The music and, and sounds.**  Okay. All right. So, where do you think that goes?  **Here?**  Okay. If it's giving us an example  **Is it?**  This one says another example. So, do you think that's the first example or the second one?  **The second one.**  Okay. So, where are you going to put the first example?  **Here.**  Yeah, before it. Good. | * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Reorder sentences in a paragraph to follow a logical order of ideas and language [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) | |
| 06:49 – 07:59 | Now here's another example. Which one do you think goes first here?  **This one.**  Why?  **Because it says 'at the start of the film'.**  Okay, and what does this one start with?  **Later it shows.**  Okay, so can you move them? Put them in the right order. All right. We've only got one space left for that. Let's see if it makes sense if you put it in that space. I'll read the paragraph for you, and you can tell me if you're happy.  “Secondly, the film uses music and sounds to change our mood. Gentle music at the start of the film gives us a happy feeling when Piper and his mother are safe in their nest. But loud music, when the waves are coming, make us expect danger. Another example is how the loud roaring sound of the waves at the start of the film changes to gentle bubbling noises at the end. These different sounds make us change our feelings about the water and show us how Piper's feelings change about the beach have changed too. This makes the film more enjoyable because we can relate to the characters.”  Does that sentence make sense there?  **Yeah.**  Yeah, I think it does too. Well done, Zaki. You've got it all sorted. | * Understand the cohesion of ideas between and within paragraphs [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) | |

| This student’s performance in this task suggests that they are working within the range of Level B3 in Reading and Viewing. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of B3, consolidating B3 or at the B3 standard in Reading and Viewing.  At **beginning Level B3** students**:**   * read a range of familiar and unfamiliar texts, however teacher guidance in the selection of texts is necessary to limit the incidence of densely written information and language complexity * compare the organisational structures of different text types * are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarise the main ideas * may show limited comprehension because of their developing vocabulary and knowledge of English grammar.   At **consolidating Level B3** students:   * read fictional and subject-specific texts of increasing complexity but still require contextual support and more time than non-EAL students to comprehend language and concepts * make simple inferences and understand the gist of texts but may not be able to identify or recall specific details in more complex texts.   At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive. * demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions * compare some details in texts * demonstrate some awareness of how information is organised in English texts * recognise the cohesive devices connecting ideas and the organisation of information in a text * use appropriate metalanguage to talk about the structure and features of a text * recognise how relationships are signalled by an increasing range of conjunctions * integrate a number of strategies to help them read new texts * use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information. | **Possible next steps for this student’s learning:**   * Read and compare a variety of texts to build understanding of the connection between text purpose and structure [(VCEALA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA431) * Read a range of texts and identify text type using visual and structural elements [(VCEALA432)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA432) * Learn and practise the appropriate metalanguage to talk about the structures and features of a text [(VCEALL442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL442) * Practise using varied intonation and expression to add meaning to texts when reading aloud [(VCEALL452)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL452) |
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| **Pathways and transitions considerations**  A student in Year 3 – 6 who has achieved the B3 standard consistently in all three language modes will transition to the English curriculum when they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.   At the end of Year 6, students who are working within the B3 range transition to Pathway C in Year 7. Students who have achieved the B3 standard may transition to Pathway C or the English curriculum, depending on what is developmentally appropriate for the individual learner. |