**Pathway B Level B3 Speaking and Listening**

**Informative – Explaining a volcanic eruption (1)**

| **Student information** | The student came to Australia 2 years and 10 months ago from Sudan, where their schooling was interrupted. They attended a new arrivals program for 12 months before entering mainstream school in Australia, where they are now in Grade 5. Their home language is Arabic. |
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| **Task** | The students have been learning to read and write explanations in class. They have watched videos, read a model explanation, ordered pictures, sequenced text and written their own explanations of the process before completing this task. The student being assessed is having a conversation with their EAL teacher.  The teacher is assessing the student’s ability to:  • use the structures and features of an explanation appropriately  • use appropriate sequence markers  • incorporating learned vocabulary into a spoken text  • demonstrate an awareness of the register requirements of spoken English.  The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics*. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 01:08 | What we're going to do now is we're going to do an explanation of how a volcano erupts. Okay? And we're going to do it talking. We've done it in writing, haven't we?  **Yes.**  We've been writing about the process of a volcanic eruption and what causes a volcano to erupt. So this time you're going to do the same thing but you're going to be speaking. We're going to use the same features as we used in our writing. So you'll need to use sequencing words to tell us the order of how things happen. And I also would like you to use some cause words to tell us why things are happening. Okay? So let's work together. So what happens at the beginning of the process, Abdirahman? What's the first thing that happens?  *The magma. It starts to melt the rocks, yeah?*  What melts the rocks?  *The magma.*  *But the heat*  The melted rock is called magma.  *Oh. The heat.*  What causes the rock to melt?  *The heat.*  The heat. Okay. | * Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405) | |
| 01:08 – 01:57 | Okay. What happens next then, Ahmed?  **So gas bubbles form and they rise up to the surface but they are not stable, they're unstable.**  Excellent. What do we also know about magma that makes it go up?  **It's lighter and it's less dense.**  Excellent. That's exactly right. It goes up through the cracks and crevices towards the surface. Then what happens?  **They build up in a place called the magma chamber.** | * Contribute information in group tasks or classroom discussions that elaborates or clarifies the topic [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Contribute information in classroom discussions using a range of topic vocabulary and sentence structures that connect ideas [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Understand a new topic delivered with extensive contextual and teacher support - paraphrasing or briefly explaining the topic, using key words and sequencing ideas to reflect the lesson [(VCEALC406)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC406) | |
|  | Okay. How do you feel about doing an explanation from start to finish?  **I think I'm comfortable.**  You think you're comfortable doing it?  **Yeah.**  Okay. Do you want to go first then?  **Yeah.**  Abdi, are you happy for him to go first?  ***Yes.*** | * Initiate and participate in casual exchanges and in learning contexts [(VCEALC404)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC404) * Respond appropriately during different classroom activities [(VCEALA408)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA408) | |
| 01:58 – 03:16 | All right. Okay. Ahmed, tell us, how does a volcano erupt?  **So at the start, underneath the earth's crust is a layer called the mantle. The mantle is so hot that it can melt rocks and it can reach up to 1000 degrees Celsius. But, and then, when the rock melts it turns into a liquid called magma and the magma is hot and it's light. Because the magma is lighter than other rocks around it, if it tries to float up upwards through the cracks and crevices. And as it goes up the bubble, while it goes up bubbles of gas form and it picks up ash and rocks and when it reaches, if it finds a big place to stay, it's… they call it a magma chamber. But then the magma still wants to rise up. So it goes up through to the surface but then the pressure builds up and magma explodes out through the surface.**  Yeah. Excellent explanation. | * Self-correct or reformulate language to convey meaning more clearly [(VCEALC403)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC403) * Understand increasingly de-contextualised and more complex spoken language - preparing and presenting a short talk to a group or the class [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405) * Replicating features of the selected situation, for example formal expression in a talk [(VCEALC407)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC407) * Identify and use features of formal and informal spoken texts - developing an appropriate style of speech for the purpose [(VCEALA410)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA410) * Use appropriate sequence markers [(VCEALL414)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL414) * Use basic and some complex verb forms accurately [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416) | |

| This student’s performance in this task suggests that they are working within the range of Level B3 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 B3, consolidating B3 or at the B3 standard Speaking and Listening.  At **beginning Level B3** students**:**   * interact more confidently in an increasing range of informal social situations * attempt to explain and express complex ideas related to their classroom learning and experiences but are still drawing on limited language resources to do so * participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures.   At **consolidating Level B3** students:   * participate actively in most social situations * engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas.   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:   * generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts * demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes * understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information * use appropriate sequence markers and consistently use most common irregular past tenses * provide greater detail through the use of longer noun groups and adverbial phrases * use comprehensible pronunciation, stress and intonation * access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire * are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details. | **Possible next steps for this student’s learning:**   * Understand a new topic delivered with decreased teacher support [(VCEALC406)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC406) * Use longer descriptive phrases [(VCEALL417)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL417) * Understand and use the features of an increasing range of formal and informal spoken texts [(VCEALA410)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA410) |
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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. |