**Pathway B Level B3 Speaking and Listening**

**Informative – Explaining a volcanic eruption (2)**

| **Student information** | The student is 11 years and 5 months old and in Grade 6. They experienced some interruption to their schooling in Somalia before coming to Australia 4 years and 8 months ago. They attended a new arrivals program for a year before returning to their mainstream school. They speak Somali at home. |
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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**. |

| **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?  **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? | * Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405) * Respond to a sequence of instructions [(VCEALL420)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL420) | |
| 01:08 – 01:57 | 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 melted rock is called magma.  **Oh, the heat.**  What causes the rock to melt?  **The heat.**  The heat. Okay. Do you remember how hot it gets in the mantle?  **Thousand degrees?**  Yeah, up to a thousand degrees. So that extreme heat is what causes the rock to melt. And... what does that make?  **Magma.**  Magma. Okay. | * Beginning to use a range of topic vocabulary [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Understand a new topic delivered with extensive contextual and teacher support [(VCEALC406)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC406) | |
|  | So, can you put that in a sentence?  **The extreme heat, yeah? The extreme heat melts the rock and it turns it to magma.**  Fantastic. Can you add a bit that tells us where this is happening? Where does this happen?  **Under the earth's crust.**  Under the earth's crust. Okay, so add that into your sentence.  **The extreme heat melts the rocks under the earth's crust. The extreme heat melts the rocks and turns it into magma under the earth's crust.**  Yeah. | * Rehearse a spoken text [(VCEALC407)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC407) | |
| 01:58 – 03:16 | So, what does the magma do? How does it go up? Where does it go, Abdirahman?  **It tries to like, find any space in the earth's crust.**  Exactly, exactly. What were those two words? Those two nice tier two words that we used instead of crack, instead of spaces. Have a look on our tier two list.  **Crack, crack.**  What was that other word for cracks? Cracks and...  **Crevices.**  Crevices, yeah. Okay. So, the magma wants to go up. What does it do? Can you help him?  *Yeah. So, it goes through cracks and crevices.*  Ah through, yeah. So, it finds the cracks and crevices and it goes through them. How do you feel about doing an explanation from start to finish? All right. | * Respond appropriately during different classroom activities [(VCEALA408)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA408) | |
|  | So, Abdirahman tell us how does a volcano erupt?  **So, um... So, under the earth's crust, there's the mantle and it's extremely hot that it can reach a thousand degrees. When... the mantle, it can melt rocks and when the rocks melt, it turns into magma. The... The, mm...**  So what do we know about the magma?  **Uh, it can, It's... it's light and... and it's light and dense. And when the magma is going up… and when the magma is going up it carries like little, it carries like bubbles, yeah? And it's trying to like, find the space so it can go up and it goes through the cracks and crevices. When... When it goes... When it goes up, yeah? it goes to the magma chamber. And when it goes through the magma chamber, it's um... it's still trying to go up and it carries ash rocks, ash and rocks with it. And once it reaches the surface here, it explodes.**  Excellent. I especially like the “once it reach … reaches the surface” - we hadn't actually talked about that one but that was a really good way of sequencing it. Well done. | * Beginning to self-correct or reformulate language to convey meaning more clearly [(VCEALC403)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC403) * Rehearse or role-play a spoken text, such as giving a short talk [(VCEALC407)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC407) * Beginning ton make attempts to formulate appropriate ways of expressing a message to suit a formal situation, using technical vocabulary [(VCEALL413)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL413) * 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) * Incorporate vocabulary learnt from classroom activities and texts [(VCEALL421)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL421) | |

| 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:**   * 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) * Continue to learn about appropriate ways of expressing a message in formal and informal contexts, and adapting their speech to suit a variety of registers [(VCEALL413)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL413) * Use longer descriptive phrases [(VCEALL417)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL417) * Rehearse oral texts with a partner or record using a digital device to self-assess, in order to make improvements [(VCEALL423)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL423) |
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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. |