**Pathway B Level B3 Speaking and Listening**

**Persuasive text- Which would be better?**

| **Student information** | This student is 11 years and 5 months old and in Grade 5. 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 returning to their mainstream school. They speak Somali at home. |
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| **Task** | Students had been studying persuasive texts in class and practising constructing an oral argument as part of a focus on debating. Students had played this game regularly for oral practice in their EAL withdrawal class, choosing cards and answering the questions as a group. In this task, students demonstrate how to play the game by asking and answering previously encountered questions. The student chose the two questions they wanted to answer. The activity was conducted in a familiar setting with their EAL teacher. The teacher is assessing the student’s ability to understand and use modality.  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 – 01:44 | All right, so... Cristina and Zaki, we are going to play the game, “What would be better? Which would be better?” So, we're going to ask a question and then the other person has to tell us which one they think would be better, okay? And you can tell us why. Cristina, are you ready to ask one to Zaki?  **Mm-hmm. Which would be better? To have a pause button in your life or to have a rewind button in your life?**  **To have a rewind button in my life.**  **Why?**  **Because you can go back in time and you can visit your uh, your grandpa, or like... You can go back to like...ah…**  Where would you go back to?  **To my country.**  You would go back in time to when you lived in Somalia? Okay, why would you go there?  **AH, because I wanna visit my old friends.**  Ah-ha, okay! That would be really nice, wouldn't it? To be able to go and visit your old friends. I wonder if one day you can hop on a plane and go and visit them all grown up instead of going back in time. | * Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Respond appropriately to structures through word order and vocabulary rather than through intonation [(VCEALL415)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL415) | |
| 01:44 – 02:32 | Cristina, turn the card over and ask him the “what if”.  **What if you were 100 years old?**  Which would be better if you were 100 years old? A pause button or a rewind button?  **A rewind button.**  Why?  **Because you can, like, you can go back to when you were 20 years old or like, when you were young.**  Mm-hmm. Why would you want to do that?  **Because like... If you are old like you can't like... like you can do most stuff. When you are like 20, you can do like a lot of stuff.**  All right, thank you. | * Respond appropriately during different classroom activities, for example formulating a structured response in a class discussion [(VCEALA408)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA408) * Understand how modal verbs express probability and possibility [(VCEALL418)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL418) | |
| 02:32 – 03:09 | Cristina, can you ask your last one?  **Which would be better, to be beautiful, or…but stupid, or to be unattractive, but a genius?**  Which would be better?  **To be beautiful and stupid.**  **Why?**  Why?  **Because if you are stupid, you can like, you can learn more stuff and like, it's easy to like, be smart again. But if you're ugly, it's like, hard to be beautiful.** | * Rehearse or role-play a spoken text, such as negotiating a problem or giving a short talk [(VCEALC407)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC407) * Use basic and some complex verb forms accurately [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416) | |
| 03:10 – 04:15 | Hmm, okay. I've got one for you. Which would be better? To live in a cave or to live in a tree? Which would you choose?  **To live in a cave.**  Why would you choose the cave Zaki?  **Because the cave, you can like, you can stay in there and, but like the, if you live in a tree, the tree can get chopped off and like your house can break down and you might die.**  Mm-hmm, so you think a cave might be safer.  **Yeah.**  What if there was a bear in the cave and a snake in the tree? Zaki, would you still live in the cave, or would you change your mind?  **Change my mind.**  Oh, you can live in the tree, why?  **Because bears are fast and like, they can catch you and they're big. But snakes like, you can get away really fast.**  Hmm, it might be easier to escape the snake. | * Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405) * Beginning to use modal verbs to express a point of view [(VCEALL418)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL418) * Beginning to assess the grammatical correctness of own utterances and attempt some self-correction [(VCEALL419)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL419) | |

| 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 in 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:**   * Continue to explicitly teach modal verbs and practise using them to express a point of view [(VCEALL418)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL418) * Continue to build a varied vocabulary to convey shades of meaning [(VCEALL421)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL421) * Practise using a range of non-verbal features to enhance communication, including stress and intonation, eye contact and gestures [(VCEALL422)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL422) |
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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. |