**Pathway C Level C1 Reading and Viewing**

**Persuasive text – Classroom Rules**

| **Student information** | The student was born in Iran and speaks Persian at home. They had age-equivalent schooling in Iran and came to Australia 5 months ago. They are 15 years and 2 months old and in Year 10. They are currently in a new arrivals program. |
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| **Task** | In this task, the student reads an unseen persuasive text, Classroom Rules. This is a modified text prepared by the teacher. The student has been learning about persuasive texts in their English class and has recently written their own persuasive text.  The teacher is assessing the student’s ability to:   * read and comprehend a simple text * summarise main points in an argument * respond to a text by answering literal, inferential and evaluative questions.   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 – 00:42 | Can you tell me, what is this article about?  **About classroom rules and rules** **in a school?**  Mm-hmm.  What are the two different types of classroom rules that you can read from the text?  **Firstly, keep students safe.**  Mm-hmm.  **And secondly, rules make teaching and learning (indistinct).**  Where in the text will you find information about rules on safety?  **On safety rules?**  Mm-hmm. Can you point and show me?  **Yeah, here.**  Yep.  **Safety rules.** | * Locate directly stated information in a text - using organisational features, such as layout, illustrations and headings, to find information in texts [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 00:43 – 01:15 | Can you give me an example of a rule that helps to keep students safe?  **Don't fight together or...**  Don't fight together?  **Yeah.**  Yep. Anything else?  **Don't do anything dangerous.**  Can you give an example from the text of a rule that helps students to, to learn?  **To learn?**  Yep.  **Do your homework.**  Do your homework?  **Yeah. And... listen.**  Yep. And where does it say that in the text?  **Here.** | * Recognise and follow common imperatives [(VCEALL581)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL581) * Demonstrate understanding by performing a task - answering simple questions [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) | |
| 01:16 – 02:01 | What might happen if someone breaks the rules at school?  **It's mean of he or she don't have a responsibility.**  What usually happens at school when you break a rule?  **Maybe you should go to office.**  And what do we call that? When you, when you get sent to the office and something happens to you because you break a rule?  **It's kind of...consequences.**  Consequences. That's right! There are consequences. And one of the consequences is you get... um  **Punished.**  What do consequences teach students about?  **This is why don't do it again.** | * Identify what is being referred to by simple cohesive devices in a simple informative text [(VCEALL579)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL579) * Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught - recognising in an unfamiliar text topic-specific vocabulary that has been taught [(VCEALL583)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL583) | |
| 0202 – 02:44 | Do you think rules are important?  **Yeah. They're important.**  Why are they important?  **Because... make you punished and it's important to be safe.**  Mm-hmm.  **And to it, to learn better.**  To learn better.  What is the most important rule in your classroom? What do you think?  **Speak English.**  Speaking in English.  **Yeah.**  And why do you think that?  **Because we are in English language school.**  Mm-hmm.  **And we want to learn English.**  Mm-hmm.  **When we speaking in our language, it's... we can learn English. Can't learn English.**  Yep. You can't practise your English. | * Respond in a personal way to a short, familiar text [(VCEALC571)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC571) | |
| 02:44 – 03:43 | Do you think the writer thinks that rules are important?  **Yeah. Yeah. Yeah.**  How do you know that?  **Because he wants to, he write this and... this is he's mine.** **She's mine.**  So, you said that this article will help the teachers and students. How will it help them?  **They learn to respect to teacher and themselves and don't break the rules.**  **Yeah. And that's it!**  There are some rules written in this writing.  **Yeah, I know. Yeah**  Yeah. Think of a new rule to add to it.  **Important rule for example.**  Yes.  **Yeah.**  So think of an important ruleto add to this.  **You can't use your phone in class or...**  Yeah. | * Identify the basic purposes and audiences of different print and digital news media texts - suggesting the purpose and audience of a range of common news media texts [(VCEALA573)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA573) | |

| This student’s performance in this task suggests that they are working within the range of Level C1 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 C1, consolidating C1 or at the C1 standard in Reading and Viewing.  At **beginning Level C1** students**:**   * can recognise the basic conventions of written texts in English, such as start and end of books, titles and paragraphing * participate in shared reading activities by attending to the main reader, and may use their finger to track text as they listen * attempt to draw on support from other resources to help them with the written text, such as sounding out words or using a bilingual dictionary * are confident at attempting text that appears on computer screens and are able to recognise the letters on a keyboard.   At **consolidating Level C1** students:   * have begun to get the basic gist of short texts on familiar topics, although they have difficulty discussing what texts mean beyond the basic literal level * have begun to use the conventions of texts, such as titles, illustrations, and sub-headings, to help them gain meaning * are aware of punctuation and they attempt to modify their reading aloud accordingly although they may require reminders and guidance and might still make mistakes.   At[**Level C1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)students:   * read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * understand a range of basic print instructions and questions in context * discuss texts at a literal level, and show some inferential understanding * demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts * read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English, and their emerging knowledge of English grammar * read some common letter combinations and make logical attempts at reading new words * use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation. | **Possible next steps for this student’s learning:**   * Read with understanding an expanding range of simple texts based on predictable language structures and vocabulary [(VCEALC570)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC570) * Continue to practise identifying basic purposes and audiences of a wide range of texts [(VCEALA573)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA573) * Continue to discuss the features of texts, using appropriate metalanguages such as a title, illustrations, imperative verbs [(VCEALA573)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA573) * Compare or contrast texts in English to texts in other languages, for example, How would a persuasive text be structured in your language? [(VCEALA575)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA575) |
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| **Pathways and transitions considerations:**  A Year 10 student who is working within the range of Level C1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway C of the EAL curriculum. |