**Pathway C Level C1 Reading and Viewing**

**Imaginative text – The Snow Trip**

| **Student information** | The student was born in Iran and speaks Persian at home. They had age-equivalent schooling in Iran and came to Australia 4 months ago. They are 12 years and 11 months old and in Year 7. They are currently in a new arrivals program. |
| --- | --- |
| **Task** | In this task, the student read an unseen narrative text, The Snow Trip, from a short story collection. Students have studied other stories from this collection in their English class.  The teacher is assessing the student’s ability to:   * read and comprehend a simple text * summarise main events from a story in sequence * 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:** |
| --- | --- | --- | --- |
| 00:05 – 01:13 | What is the story about?  **Um, the story is about um, two people. Um, she, um I think Rema and she's her husband. They come, they came to the snow, um snow.**  **What, what do they say?**  **Ski to ski. And suddenly the mother, the Rema's mother, um broken her leg and um they went to Sydney for, for visit her.**  **Um. But the, but the car. Um, go, get to the tree, and mm they call to the police and ambulance.**  **After that, the ambulance and police um, um, take a helicopter and they went to visit the, her Rema's** **mother.** | * Read with understanding a range of simple texts based on predictable language structures and vocabulary [(VCEALC570)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC570) | |
| 01:14 – 02:16 | Who are the main characters in this story?  **Hal and Rema um, they are a main characters. And other characters just like and they friends. I think meeting David and Zoe.**  That's right.  Now where did Hal and Rema go for their holiday?  **They go to um, for snow and to the snow for week’s holiday.**  Fantastic. What do they do at the snow?  **They skiing um, and meet their friends.**  Yep. Thank you.  Why did they have to come home early?  **Because the, their Rema's mother broken her bone.**  Yep. And how do Hal and Rema get to the hospital?  **Mm with the helicopter.** | * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 02:16 – 03:02 | Who is better at skiing? Is it Hal or Rema?  **MM one minute. Oh, er Hal.**  Hal.  **Because Rema is in be-beginners class.**  How does Hal feel when he hears about his mum?  **Oh, she's so worried and err, and um I think she's just worried.**  She's just worried.  **Just don't the writer doesn't write here.**  Yep.  **Is in the, they are in the car and she say I'm, she's very worried.**  Yeah. She is very worried. That's right. | * Demonstrate awareness of basic sentence and question patterns [(VCEALL580)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL580) * Understand simple descriptive language within sentences [(VCEALL582)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL582) | |
| 03:03 – 04:13 | Why does Hal have an accident?  **Mmm. Sorry. I dunno accident. I dunno accident.**  Yeah. Accident is when the cars go bang.  **Ooh, the, ooh, I understand.**  **And because she's worried about her mum and the run and quick, she's run quickly.**  Running quickly.  **Um, driving.**  Quickly, driving quickly.  Thank you.  **Sorry.**  That's right.  How do you know that Hal was driving quickly?  So where in the text tells you or give you a little bit of a clue that Hal was driving quickly.  **Um, here.**  And what does that say?  **Um, we have to go is like getting late. Hal got back in the car. He start drive down and then Rema says but because the ice in the road, but, um, it's so late.**  It’s too late. Okay, good.Thank you. | * Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught [(VCEALL583)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL583) | |
| 04:13 – 04:49 | Have you ever had an experience like Hal and Rema?  **Just not all same, but yeah, um I have, I have.**  How is it the same?  **The, we, we want to went, with my mum to restaurant. I'm a little, but the rain and is so too bad rain.**  Yep.  **And we can't go like the rain.**  So your trip to the restaurant was spoiled by the rain?  **Yeah, I cried.**  Ooh no.  **A little.**  (laughs loudly) | * Respond in a personal way to a short, familiar text - comparing events from a text with personal experience [(VCEALC571)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC571) | |

| 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:**   * Continue to perform text-related tasks to demonstrate understanding, for example, answering simple questions, indicating true/false statements or sequencing information [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) * Continue to read a range of simple, familiar text types, such as simple recounts, narratives and procedures basing understanding on predictable language structures and vocabulary [(VCEALC570)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC570) * Demonstrate understanding by performing a range of tasks, such as sequencing information, summarising key points or representing information in a visual form [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) * Use contextual cues to work out the literal meaning of unknown words in a simple text [(VCEALL584)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL584) |
| --- | --- |
| **Pathways and transitions considerations**  A Year 7 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. |