**Pathway C Level C1 Speaking and Listening**

**Persuasive text – Mobile phones at school**

| **Student information** | The student had age-equivalent schooling in Iran before coming to Australia 8 months ago. Their home language is Persian. They are 12 years and 8 months old, and in Year 7. They are currently in a new arrivals program. |
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| **Task** | The student has been learning about persuasive texts in their English class. They wrote their own persuasive texts about a topic of their choice and delivered it as a speech to the class. In this task, the student delivers their speech using the notes they prepared for class.  The teacher is assessing the student’s ability to:  • construct simple sentences  • produce a short, spoken text  • use simple cohesive devices  • use modal verbs.  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 – 02:09 | **Good morning everyone.**  **Today, I'm talking about mobile phones at school. I strongly believe that mobile phone are usually helpful at school. There are three reason I have. Firstly, a student can learn with a learning game. Secondly, a student can use their phone at, on their free time. And lastly student can use their phone to write better handout and they can study better.**  **Reason one: Firstly student can learn with their learning game. If a student learn with games and they will not bored and learn more. There are many games that help educate us students like Kahoot, Adventure Academic, Buzzmath and Camp Wonderopolis. Because of this mobile phone are usually helpful at school.**  **In addition, a student can use their phone on their free time at recess time or lunch time. If a student can't use their mobile phones at recess time or lunch time, they will use it sneakily. Or if they don't use their mobile phone they will be bored and tired. So mobile phone are usually helpful for a students.**  **Finally, a student can use their phones to write better handouts so they can study better. Student can record teacher voice or take image from whiteboard, ah, and they can revise each lesson with handout.**  **This is why mobile phone are usually helpful for a students.**  **We have seen a student can learn with learning game, a student can use their phone at recess time and student can write better handout and better education. I hope you will agree with my reasons.** **Thank you.** | * Comprehend and produce short spoken text types [(VCEALL557)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL557) * Use simple cohesive devices to link spoken text [(VCEALL559)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL559) * Attempt different verb forms, with some consistency [(VCEALL561)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL561) * Use a small range of common descriptive language [(VCEALL562)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL562) * Use words from lexical sets related to communicative need, interest, experience or learning [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564) * Speak with greater confidence and fluency [(VCEALL565)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL565) | |
| 02:09 – 03:52 | What do you think are two good rules for using mobile phones at school?  **I think first good rule is um student can, a student. Each class must have a cupboard or a packet to students put their phone on it. And when teachers say no, you can't use their, you can't use your phone.**  **And secondly, I think school internet must filter some apps and just open learning games and learning app and like this and…finish.**  Fantastic rules, thank you. So how do you use your mobile phone to help you write or study at home?  **Oh, I always, when I go home, look at the new words and in dictionary. Every question I have I Google it and find a dictionary. In Persian, English and with both of them I look at them and yes.**  Great. Thank you. And why do you think mobile phones are banned in all schools?  **I think maybe, um, you know, mobile phone can use in very good way and use very, very bad way. Maybe some students use their phone in bad way like um they're bullying students, they're chatting and cheating in their class. And I think it's very important to use in good way, not bad way. Yes.**  Absolutely. Thank you Bardia. | * Respond appropriately in a range of commonly encountered situations using short, familiar formulas or expressions [(VCEALA552)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA552) * Transfer knowledge from home language to English learning - using home language in learning, for example taking notes or writing vocabulary lists [(VCEALA556)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA556) | |

| This student’s performance in this task suggests that they are working within the range of Level C1 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 C1, consolidating C1 or at the C1 standard in Speaking and Listening.  At **beginning Level C1** students**:**   * can communicate using formulaic language and simple, well-rehearsed grammatical features of their limited English repertoire * understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts, but cannot necessarily respond in English * recognise the use of stress and intonation within language according to context and situation, and have begun to use it in some familiar interactions and to imitate models with some accuracy * understand the basic subject–verb–object grammatical pattern, common regular and irregular verbs, and basic prepositions and connectives related to most routine social and school needs, but cannot use them accurately * use some very basic strategies to initiate and sustain simple conversations in English, such as a smile or nod, and can repeat and re-pronounce as necessary.   At **consolidating Level C1** students:   * have begun to take their own initiative to initiate interaction with others (for example, ask for a library book or give simple instructions), and respond confidently when encountering familiar, formulaic and routine questions * are still dependent on slow careful speech and face-to-face contact, but have begun to identify essential information from short simple texts relevant to their personal experience or familiar topics with teacher support * demonstrate an ability to recognise the situational and contextual use of word stress, rhythm, and intonation by attempting to adjust their own responses accordingly * observe others and are attempting to add to their own repertoire of listening and speaking behaviours, including the giving of and responding to non-verbal cues * still provide frequent examples of a transfer of knowledge of the structure of spoken texts and discourse patterns from their home language to English.   At **Level C1 Achievement Standard** students:   * communicate simply but effectively in English in social and classroom contexts across the curriculum * negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire * use some stress and intonation appropriately in familiar interactions * use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs * understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers * use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions * understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience * use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary. | **Possible next steps for this student’s learning:**   * Practise correct use of prepositions of place [(VCEALL560)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL560) * Practise using an increased range of common synonyms (such as ‘hot’ and ‘warm’) and antonyms (such as ‘fast’ and ‘slow’) to communicate a range of meanings [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564) * Practise using an increasing range of common descriptive language [(VCEALL562)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL562) |
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| **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. |