**Pathway C Level C1 Speaking and Listening**

**Imaginative text – Storytelling**

| **Student information** | The student had age-equivalent schooling in China before coming to Australia 6 months ago. Their home language is Chinese. They are 13 years and 6 months old, and in Year 8. They are currently studying at an English language school. |
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| **Task** | In this task, the student and teacher discuss a series of pictures and collaborate to create a story. The student then retells the story independently.  The teacher is assessing the student’s ability to:  • create simple sentences  • sequence events using time markers  • use simple cohesive devices  • use past tense  • use a small range of descriptive language.  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 – 01:14 | I want you to tell me what you can see in each picture.  **Okay.**  So let's start with the first one what can you see?  **Um, I can see a girl look out the window, to outside the raining is very, very big.**  What about in the third picture, what can you see?  **The third picture uh, I can see the, the girl, the girl go, go, out, out pick the dog inside.**  Yeah the girl went outside, picked up the dog and brought the dog inside.  **The dog, the dog is wet.**  The dog is wet, yes.  **A blue clothed boy opened the door. He is surprised.**  He is surprised.  **Yes. The boy is surprised.**  **The last picture I can see the dog and the blue clothed boy is happy because the, because the, the girl is, is sad**. **Here, I think he loved the dog too.** | * Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions - borrowing words or phrases from the question to respond [(VCEALC544)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC544) * Use basic collaborative language in cooperative group work [(VCEALC549)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC549) * Exchange information in oral interactions [(VCEALC550)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC550) * Contribute to a short dialogue or classroom interaction on a familiar topic [(VCEALC551)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC551) | |
| 01:15 – 01:53 | **One rainy day a Mary is look out of the window.**  When she looked out the window, she saw a little dog walking in the rain on the street.  **Mary looks quickly, quickly gets the dog in the home.**  **One day Mary, Mary's sister, the dog, the dog picture sticking on the outside, in the outside.** | * Use words from lexical sets related to learning [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564) | |
| 01:54 – 03:36 | **One rainy day Mary looks out of the window and she sees a dog walk, a walk in the rain outside.**  **Mary quickly, quickly gets the girl into the home.**  **Mary and this dog is wet too. In home… .in home Mary gives some, this dog, the dog some dog food, he eat.**  **One, one day Ma, Mary looks at this dog's picture and it's lost. Her name is Jay. Jay, Jay is a, is a person's dog. Mary is a quick, is a quickly go to the dog's home. He is, he want, he want to open the door.**  **Suddenly he open the door, Where it's a blue clothed boy. He looks the girl and the dog. Fine, er, finally the boy and the dog is very happy because the girl is dry and sad.**  Well done. Thank you. | * Comprehend and produce short spoken text types [(VCEALL557)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL557) * Sequence events chronologically using time markers [(VCEALL558)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL558) * Beginning to use some simple cohesive devices to link spoken text [(VCEALL559)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL559) * Choose correct syntactic forms for questions, statements and commands [(VCEALL560)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL560) * Attempt different verb forms, with some consistency [(VCEALL561)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL561) * Repeat or re-pronounce words or phrases through self-correction, if not understood [(VCEALL566)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL566) | |

| 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:**   * Continue to practise contributing in familiar situations with support to develop confidence and fluency [(VCEALC551)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC551) * Continue to practise constructing short spoken texts on familiar topics [(VCEALL557)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL557) * Continue to practise different verb forms to build consistency [(VCEALL561)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL561) * Practise constructing simple noun groups using adjectives [(VCEALL562)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL562) |
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| **Pathways and transitions considerations:**  A Year 8 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. |