**Pathway C Level C2 Reading and Viewing**

**Imaginative text – The Watchful House**

| **Student information**  | The student is 13 years and 4 months old. They had age-equivalent schooling in Vietnam before coming to Australia 3 months ago, and they speak Vietnamese at home. They are in Year 8, and are currently in their first term in a new arrivals program. |
| --- | --- |
| **Task**  | This student has been studying the use of figurative language in narrative texts in their English class. In this task, the student reads a short, unseen descriptive passage taken from the novel Under the Cat’s Eye by Gillian Rubinstein with support. They then answer literal and inferential questions and talk about the language choices the author has made in the text. The teacher is assessing the student’s ability to: * read and comprehend complex texts with support
* read and understand a range of descriptive language
* show an understanding of characters and issues
* 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 – 01:07 | So in this part of the story Jai and his parents see the schoolhouse for the first time. Okay, can you read the second paragraph out loud?**Yeah. Um it sat squarely and heavily in the middle of a small park, its windows watchful like a hundred eyes. From its many chimneys, smoke spiralled upwards. Mist was rising from the damp ground under the trees. The smoke and the mist hung together in the still air as if they were waiting for something, someone.**What does Jai think the windows look like? It says its windows are watchful like… **Hundred eyes**A hundred eyes.Does it tell us in this paragraph what the house is waiting for? What does it say as if, as if they were waiting for…**Something?**Yeah. Or.. **Someone**Right. Does it tell us who the house is waiting for?**No.** | * Employ a repertoire of strategies to read familiar and simple factual and fictional texts [(VCEALC632)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC632)
* Read texts that contain compound and complex sentences of two or three clauses [(VCEALL645)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL645)
* Read and understand sentences containing a small range of descriptive language [(VCEALL647)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL647)
 |
| 01:07 – 02:01 | This paragraph tells us how Jai feels when he sees the house. It says Jai is practical by nature. So that means he likes real life things. So it says he doesn't really believe in intuition. Now intuition is a bit like imagination but it's like a feeling inside you that tells you something that's true. So you just know without anyone telling you. So that's the feeling that he doesn't believe in.He doesn't believe in intuition, usually, but in this paragraph, Jai does get a feeling of intuition. What does he feel like the house is doing?**Mm. He feels like the house is watching and waiting for him.**Can you show me in the text where it says that?**Um, I think it's in the second sentence.**That's exactly right. You're exactly right. | * Locate specific information in fictional and factual texts using guide questions [(VCEALC634)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC634)
 |
| 02:01 – 02:26 | Can you summarise what happens in this part of the story?**Um Jai really loves nature and he didn't really believe in his feeling or something imagination but um he was having a feeling of the house is watching and waiting for him. Yeah. And something is expected him to come.** | * Locate specific information in fictional and factual texts using guide questions - retelling ideas or events from familiar texts in response to guide questions [(VCEALC634)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC634)
 |
| 02:26 – 02:52 | So, in the first paragraph, it says the house came into view. And we talked about that means they couldn't see it before but now they can. So why do you think they couldn't see the house before? But now they can.**Maybe like they were looking for the house but they can't see it.** Mm mm.**And then they found out the house is there, like they get lost while you're looking for the house?** **Maybe.** | * Respond to creative texts, showing a developing understanding of key events, characters and issues - drawing on personal experience to make inferences [(VCEALC636)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC636)
 |
| 02:52 – 03:45 | Okay. Which one of these pictures do you think looks most like the house in the story?**Maybe the third one.**This one? Okay. Why did you choose that one?**Um, in my view, I think the house look, the house looks a bit scary.****Yeah, but actually it's not really like the third picture. It's in um it’s a bit of the second and the third one.**Okay. Why do you think this one is like the house in the story?**Um. It looks like a house school, a house for a school.**Mm mm. All right. Is there anything in the text that matches up with this house?**Mm. It sat in the middle of a small park.**Ah, yes.  | * Respond to creative texts, showing a developing understanding of key events, characters and issues [(VCEALC636)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC636)
 |
| 03:45 – 05:01 | Do you think this house sounds like a friendly place or a scary place?**Mm. Maybe scary. He said like the house looks like there's like a hundred eyes.** Mm mm.**I think maybe he feels nervous and feels like it's so scary to step in.**When you first came into your new class at this school, how did you feel?**Mm. I feel a little bit of nervous.**In what way were you like Jai when you started at this school?**Mm. What I like about Jai?**No. How were you like Jai? How were you the same?**Oh, oh.** When he’s starting his new school, when you started this school. How was how was that the same?**Mm. I think when I move into a new environment yeah like everything around looks really scary.** Mm mm.**Yeah, I don't really want to look at them. I mean, even if I really like school but when I move into a new environment, I don't want to go to the school anymore.** Mm mm.**Yeah. So I think Jai is feeling like that.**Yeah. Agree. Good answer. | * Respond to creative texts, showing a developing understanding of key events, characters and issues - describing the feelings of a character [(VCEALC636)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC636)
 |

| This student’s performance in this task suggests that they are working within the range of Level C2 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 C2, consolidating C2 or at the C2 standard in Reading and Viewing. At **beginning Level C2** students**:*** have begun to develop the confidence to attempt a wider range of different texts on unfamiliar topics, such as newspaper articles, but will still require the close support of the teacher
* have begun to recognise that written text can also express emotions
* have a basic awareness that different types of texts are used for different purposes, such as fictional texts and non-fictional texts, and creative writing styles such as poems.

At **consolidating Level C2** students:* can retell simple, familiar texts in their own words that require an understanding of textual coherence
* will also attempt to give their own personal impression of a text
* demonstrate an ability to draw on their own background knowledge and other cultural or contextual information to construct meaning from text, rather than relying on the literal meaning alone
* have begun to use strategies and resources other than the teacher to read more difficult texts, such as self-correction, peers, and information and communication technology (ICT) resources such as web sites.

At[**Level C2 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, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.
* show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident
* use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes
* extract the main ideas from factual texts
* show awareness of how some connectives link and sequence ideas within a text
* read on and consider the context when deducing the meaning of unknown words
* read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy
* use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct
* select basic texts appropriate for particular reading purposes.
 | **Possible next steps for this student’s learning:** * Continue to develop a repertoire of strategies to read an increasing range of familiar and simple factual and fictional texts [(VCEALC632)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC632)
* Continue to read long, complex texts with less reliance on support from the teacher [(VCEALC635)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC635)
* Identify and discuss the purpose, audience and context of particular texts [(VCEALA638)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA638)
* Self-correct pronunciation when reading aloud [(VCEALL651)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL651)
 |
| --- | --- |
| **Pathways and transitions considerations** A Year 8 student who is working within the range of Level C2 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. |