**Pathway C Level C2 Reading and Viewing**

**Persuasive text – Why we should ban smartphones from school**

| **Student information** | The student is 15 years and 10 months old. They had age-equivalent schooling in China before coming to Australia 9 months ago, and they speak Chinese at home. They are in Year 10, and currently studying 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 reads an unseen, modified persuasive text prepared by the teacher. They answer literal and inferential questions, and talk about the text’s purpose and structure as well as the language choices the author has made.  The teacher is assessing the student’s ability to:   * read and comprehend unfamiliar texts with support * locate specific information in a text * following cohesive devices such as pronoun references in a text * extract main ideas from a text.   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 – 01:00 | Okay, so can you tell me what's this article about?  **It's about should we ban smartphone at school?**  **We have got ah three argument here.**  Mm mm.  **One is phone bans lead to an improvement in a, academic performance.**  Good, do you know what academic performance is?  **Mmm. I know what its mean, but…**  Yes, so what does it mean? Tell me in your words.  **Some express, expression on study.**  Mm hmm. Okay.  It's about study. Good.  All right, what's the other two arguments?  **Phone bans help at risk student perform better at school.**  Mm hmm.  **The other one is phone bans lead to less screen time.** | * Identify different forms of texts [(VCEALL642)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL642) * Interpret the way information is organised in texts [(VCEALL643)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL643) * Read texts that contain compound and complex sentences of two or three clauses [(VCEALL645)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL645) | |
| 01:01 – 02:07 | All right. So what's the purpose of this text?  **Maybe persuade some parents to bans the, their children's phone at school.**  Okay. So you said that maybe the author is talking to parents. Is there anybody else who you think this article might be talking to?  **Err. School leader maybe.**  What words does the author use to try to persuade us?  **The st, st, uh, statistic.**  Ah that is a strategy that they use - to give statistics. Good. Any other strategies you can see in there?  **Well, example, maybe.**  Mm hmm.  **Such as, err, reduce, they reduce using Twitter or Facebook during the school days.**  Yeah. So that's an example. Very good. | * Identify and discuss the purpose, audience and context of particular texts [(VCEALA638)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA638) | |
| 02:08 – 03:05 | Have a look at the title. There's one word in the title that is a word that is used to persuade. Which word is that?  **Should.**  Should. Exactly.  **I think should, err it's not a very strong word. It means ah the author can receive both sides of the argument.**  **He can receive the, some parents' opinion and ah…**  Mm mm.  **The phone shouldn't be banned.**  Yeah. Can you think of some words that the author could use to make the argument stronger instead of should?  What words or groups of words would you use to make this argument stronger?  **Is that modal verb?**  Yeah. So which modal verbs might you use instead of should?  **Mmm. Must.** | * Identify some basic language features of texts - distinguishing between verb tenses used in different text types [(VCEALL646)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL646) | |
| 03:05 – 03:39 | It says in the third sentence these students benefit approximately twice as much as their peers, when their schools ban phones.  Which students are they talking about?  **Students who live in poverty…**  Mm mm.  **Need a lot of extra help from the teacher.**  Good.  **Or students who get very low marks for their schoolwork.**  Good. And what name do they use for those students? What do they call them?  **At risk students.**  Excellent. Well done. | * Locate specific information in fictional and factual texts using guide questions [(VCEALC634)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC634) * Show awareness of how cohesive devices organise ideas - following the items referred to by reference items [(VCEALL644)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL644) | |
| 03:39 – 04:44 | Reread the paragraph about improving academic performance, I think that's this one up here. Isn't it?  Okay, the first argument.  So in this paragraph the author quotes experts and university studies. How could the author use these experts better, to make the argument stronger?  **Ahh. They use er example from American university researchers.**  Mm mm. Do we know who these researchers are?  **Mm. No.**  Instead of just saying American researchers, what could they tell us?  **Maybe we can write some names.**  Yeah.  Do we know that it's true? Can we check?  **Err. No.**  No, we can't.  So how could they make the, the arguments stronger?  **Ah. Put more information inside. Yeah.** | * Read and understand sentences containing a small range of descriptive language - understanding an expanding range of describers and classifiers in noun groups [(VCEALL647)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL647) | |
| 04:45 – 05:08 | Do you agree that smartphones should be banned in the classroom?  **I think I agree.**  What's your main argument?  **Mm. Because many students don't have a good self-control.**  (both laugh)  **Yeah.**  Yeah. That's a good reason. Perhaps they should have used that one as well.  Okay. Joseph, thank you so much. | * Read long, complex texts with support from the teacher - giving a personal response, such as expressing a point of view [(VCEALC635)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC635) | |

| 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 a growing range of simple factual and fictional texts [(VCEALC632)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC632) * Continue to practise reading 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 - suggesting reasons why different audiences might read or view the text [(VCEALA638)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA638) * Compare English and home language texts, recognising different cultural ways of expressing meanings, for example similarities or differences in the structure of an argument or ways of presenting evidence [(VCEALA640)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA640) |
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| **Pathways and transitions considerations**  A Year 10 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. |