**Pathway C Level C2 Speaking and Listening**

**Persuasive text – Students should learn two languages**

| **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 delivers their speech using the notes they prepared for class.  The teacher is assessing the student’s ability to:  • express opinions and describe feelings  • present a short, prepared formal talk  • use a range of cohesive devices  • use modal verbs  • use topic related vocabulary.  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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| 00:05-03:00 | **Today, I will talk about modern students should learn two languages. As the development of international communication increases we need more talented person who can speak at least two or more languages.**  **Do we want future generation to be able to speak with people from all around the world, or embarrassed when other student talk another language? I believe students should learn two language to adapt to this global and mul - multicultural world.**  **One of the main reason is because it's allow people to communicate with people from other countries. The other reason is because learning another language help review your own language. Finally, a second language will bring regional decision.**  **Learning more than one language helps people to communicate with others from other cultures easier. In this changeable world, we're prepared to receive or become refugees anytime. It sounds a little tricky, but it's truly happen every day. Let's suppose a hypothesis. You are one of the refugees, it's convenient for you to adapt English, or you're a counter character who receive the refugees, you are pretty smart to keep other languages.**  **Language learning provide a chance for us to concerned with different categories of people. Studying one more language helps mastering your original language. In recent year, bilingual school make a big progress on entrancing highest level education. University of Queensland bilingual education expert, Dr. Simone Smala said there was clear evidence on the benefits of learning language at a very young age. It basically makes your brain better. You basically have improve memory, improve mental processing capacity, you have mental flexibility she said.**  **Studying the second language bring the r - regional decision. If we study the second language, we are affected by the second language environment, which can help us learn the culture logic. A study from the University of, of Chicago, psychologists prove we will make different decision with foreign tongue. Human will avoid the risk subconsciously when they face emergency situation, although they have a better choice, and second language learning can prevent native tongue to cause the situation effectively.**  **In conclusion, learning one more language help getting a chance to learn another cultures. Other language help us proficient our original language. Second language help you make decision avoiding subconscious. Let's come and learn a second language**. | * Present a short, prepared formal talk on a researched topic, using notes and props [(VCEALC616)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC616) * Use a small variety of text types for curriculum areas - formal speeches [(VCEALL622)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL622) * Use a range of cohesive devices to link ideas [(VCEALL624)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL624) * Use familiar vocabulary to convey shades of meaning [(VCEALL628)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL628) * Use topic-related compound words to extend vocabulary - rehearsing and repeating learnt topic vocabulary [(VCEALL629)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL629) | |
| 03:01-04:15 | Could you tell me, when is it a good time to use English or Mandarin at school?  **Um, if, if some Chinese don't know the like, meaning of uh, of vocabulary, I will translate for him sometimes. And I usually use Mandarin in, during the lunchtime and the recess.**  Yep, thank you.  And could you also tell me, how do you use Mandarin to help you learn English?  **We have got uh, vocabular, vocabulary books. I will, I will use, check the dictionary and find the English explanation and then translate in Mandarin**.  Did learning English teach you anything about Mandarin?  **Yeah. I have a deeply understanding of the meaning of a word. I sometimes check the Mandarin dictionary, too. Because I'm don't know the...I, I'm not quite sure about the meaning of in Mandarin, yeah.**  Thank you. | * Use home language resources to support use of English [(VCEALA620)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA620) * Self-correct and improve aspects of pronunciation that impede communication [(VCEALL631)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL631) * Use subject–verb–object pronoun pattern correctly [(VCEALL625)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL625) * Use a range of verb forms with increasing accuracy [(VCEALL626)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL626) | |

| This student’s performance in this task suggests that they are working within the range of Level C2 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 C2, consolidating C2 or at the C2 standard in Speaking and Listening.  At **beginning Level C2** students**:**   * can respond to a short sequence of instructions and questions related to classroom activities and immediate social and familiar topics with scaffolding * will have gained the confidence to initiate giving information or assistance, and attempt to use the language creatively beyond set formulaic expressions for well-rehearsed tasks, such as describing ideas or objects, or giving an impromptu talk or story on a familiar topic, although they may still make mistakes * demonstrate an awareness that language changes between social and formal contexts, including academic registers in the classroom and across the curriculum, although they might not yet be able to use the registers effectively.   At **consolidating Level C2** students:   * attempt to use their growing repertoire of language in classroom situations to express ideas in relation to subject matter, verbalise the thinking processes related to abstract ideas and problem solving, and contribute to, and interact with, groups to arrive at a joint conclusion * have begun to develop a language for talking about language, including cultural differences related to communication, and appropriateness of forms of politeness according to context * have begun attempts to vary the modality of utterances appropriate to context (for example, would/could/can), and a diversified range of vocabulary to convey the same idea (for example, pretty, nice, beautiful) * can generally cope with oral discourse that includes increasing amounts of colloquial language, although a lack of awareness of cultural references might still impact a student’s ability to understand meaning in many cases.   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:   * use simple but effective strategies for initiating communication and negotiating meaning * communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding * extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary, with support in academic contexts * use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas, with support * use some standard expressions to express views and attitudes * demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences. | **Possible next steps for this student’s learning:**   * Preparing and using props, such as a photo or treasured personal object, to enhance a presentation [(VCEALC616)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC616) * Continue to practise a range of verb forms [(VCEALL626)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL626) * Practise pronouncing word endings such as plurals and correct verb endings, based on specific guidance from the teacher [(VCEALL631)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL631) * Continue to practise correct use of subject-verb agreement, for example, A second language **helps** you…[(VCEALL625)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL625) |
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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. |