**Pathway C Level C3 Reading and Viewing**

**Imaginative text - Giving opinions about Frankenstein**

| **Student information** | This student is 14 years and 2 months old. They were born in Vietnam and have been in Australia for 3 years. They had age-equivalent school in Vietnam and studied English at a private school for 6 months before enrolling into a Victorian government secondary college where they are now in Year 8. Their home language is Vietnamese. |
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| **Task** | The students have been reading an abridged version of the text Frankenstein in class. They have read part of the text. In this task, the students discuss the circumstances that may have influenced the author and the motivations of the characters within the story. They make personal connections with the text and discuss the impact of the story so far on them as the reader.  The words spoken by the student/s being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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|  | So, you've been reading the text Frankenstein, it's an abridged version and we haven't quite finished reading it yet. What's it like so far reading Frankenstein?  **I think it's really interesting reading Frankenstein because the more I read, like every sentence I read, it just lead me on and like, I want to read more of those because it's like a horror story. And it's like, the, the author it make the... It make Victor Frankenstein did a lot of bad things and like, I want to find out what happen next for him to pays the bad thing back.** | * Respond to accessible texts from across the curriculum [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) | |
|  | Can you tell us a little bit about the author, Mary Shelly, and her situation and how, maybe her experience helped her shape that narrative?  **So Mary Shelly had a baby and the baby died in her mother's womb. And I think it might affect Mary Shelly's thoughts and how like, like how the baby dies because of her. And during 200 years ago, a lot of people die and it was really common in Switzerland, so it was a normal thing for people. And it might have affects like Mary Shelly's thought about like how it was going on and it might give her an idea for her story.**  Why would Mary Shelly create a character that's had experiences of, like that?  **I think Mary Shelly wrote that Victor mother died because she has the same experience which is her mother dies when she was really young as well. So she might have put her thoughts into the story when she wrote that part.**  Yeah. | * Interpret accessible texts from across the curriculum - understanding background information associated with the content [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) | |
|  | Do you think readers would identify or understand that part of Victor Frankenstein?  **Maybe some would and some won't because they think that Victor Frankenstein is mad and he's a psychopath because he... Yeah, because he dig up people grave and just do it for his own purpose.**  Yeah.  **But some of them will understand because like, he have like a purpose for himself and a goal, like a goal that for him to achieve and maybe he really wants to, you know, like achieve that goal that's set for him.** | * Respond to imaginative texts, showing an understanding of key events, characters and issues, drawing basic inferences from a text, such as describing the feelings of a character [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) | |
|  | Or do you identify with what he's done, that he's created a creature that he's spent many, couple of years working on and then suddenly, he's got it but he doesn't like it?  **Yeah. Like a lot of people just really wants one thing and then after they get it, like they just don't want it anymore. Like after a while, they get bored of it and they just don't want it as much. And it's like, it's just Victor Frankenstein, how he's spent nearly two years on it and when it's turned out, he completely hates it even though it still have some, like good features, like his black hair and his white teeth. But it still make the creature looks ugly because how he is really huge and he has wrinkle on his face.**  Do you think there's any way like Victor Frankenstein having done something like, what readers would think was wrong in the beginning, ever a way to make things better? Like all right or morally right?  **So if Victor does create another monster, readers gonna think it's a bad thing because he has to dig up people graves again. And even though Victor has a good purpose for it, it's still a bad thing and the process is just gonna repeat again and again. And when Victor, when he get older, he might have like nightmares when he thinks about it. He might feel guilty because what he did, he knew that he did it wrong or he knew like what he did was wrong but he was obsessed so he couldn't just get out of it and he just keep doing it. So he might feel guilty after a while.** | * Expressing a point of view and connecting aspects of the text to personal experience [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) * Respond to different cultural attitudes that are exemplified in stories - identifying explicit and implicit representations of culture in texts, for example moral judgments based on implied cultural values [(VCEALA704)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA704) | |

| This student’s performance in this task suggests that they are working within the range of Level C3 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 C3, consolidating C3 or at the C3 standard in Reading and Viewing.  At **beginning Level C3** students**:**   * have an awareness of textual meaning beyond the literal reading of the text, although they will still be developing ways of forming their own responses to the higher order meaning of texts * have confidence in attempting a range of different texts across the curriculum, but will require considerable scaffolding and teacher guidance for unfamiliar academic texts * have begun to use a range of reading strategies such as scanning and skimming rather than reliance upon prediction to infer the general meaning from text, but may still be inefficient at using these techniques as readers.   At **consolidating Level C3** students:   * have begun to develop a sound understanding of the distinction between different text types for different purposes, as well as developing a metalanguage to talk about those differences * have also begun to develop skills not just to talk about the content of a text, but also to discuss how it is written in terms of the writer, for example, stance, style and audience * can also recognise and discuss cultural features of texts, such as humour, voice and imagery, with the teacher’s assistance.   At[**Level C3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10#level=C2)students:   * demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts * identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts * follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary * use appropriate metalanguage to talk about the structure and features of a text * adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea * use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words. | **Possible next steps for this student’s learning:**   * Continue to read and respond to accessible texts from across the curriculum [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) * Experiment with reading longer, more complex texts with support from the teacher [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703) * Compare and contrast own cultural knowledge with aspects represented in texts [(VCEALA704)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA704) * Continue to read texts with a range of sentence types, including compound and complex sentences containing multiple clauses and some sophisticated features, such as noun groups and modality [(VCEALL709)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL709) |
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| **Pathways and transitions considerations**  A student in Year 7 – 9 who has achieved the C3 standard will continue on Pathway C to Level C4 of the EAL curriculum.  Students who are working within the range of C3 or who have achieved the C3 standard at the end of Year 10 will transition to either English or EAL if they undertake the Victorian Certificate of Education (VCE).  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Regardless of eligibility, students working within the range of or at C3 at the end of Year 10 will need ongoing language and EAL-informed teaching to help them with the academic demands of VCE.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |