**Pathway C Level C3 Reading and Viewing**

**Persuasive text - Halloween: Impact of language choices**

| **Student information**  | The first student is 16 years old. They were born in Greece and have been in Australia for 9 years. On arrival in Victoria, they attended an English language centre for 6 months before enrolling in a mainstream primary school. They are in Year 10 at a Victorian government secondary college. Their home language is Greek. They had age-equivalent schooling in Greece.The second student is 16 years and 7 months old. They were born in Thailand and have been in Australia for almost 7 years. They had age-equivalent schooling in Thailand, and on arrival to Australia enrolled in Year 4 at a Victorian government primary school. They are in Year 10 at a Victorian government secondary college. Their home language is Thai.  |
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| **Task**  | The students have been studying literary devices used to make an argument in persuasive texts. In this task, they read and discuss a model text about Halloween and its appropriacy as a celebration for Australian children. The teacher guides them to identify some literary devices used by the author and talk about the impact they have on the target audience.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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| 00:05 – 00:41 | What we are going to be doing this morning is looking at an article, an opinion piece, as part of our learning on persuasive language and analysing language. Let's have a look at the headline here. Would you like to read that out, Patrick?**Of course. I love that my neighbours celebrate Halloween.**Okay, so is it clear what the author's contention might be here or what, what is she indicating by saying that?**She's indicating that she's for Halloween through, I love, that shows that she loves…**Yeah, okay**Halloween.**OK, terrific.  | * Interpret and respond to accessible texts from across the curriculum, understanding the purpose and structure [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696)
* Draw basic inferences from a text, such as suggesting the opinion of the author [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700)
* Understand the relationship between text structures and social purposes of text types studied in class - discussing the purpose of individual features of a text, for example headings [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702)
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| 00:41 – 01:29 | In the first paragraph she also expresses her attitude to non-Halloween supporters. What kind of attitude does she express? And maybe how do you know this?**We could see that she's using alliteration she from Halloween haters and she talks about how they're in a seething state of resentment. How they're annoyed and angry and disapproving of Halloween.**Okay. What kind of tone do you think that conveys?**I think it is like this ridicule tone to like mock them.**Mm hm. Mm. How do you think the target audience would react to that?**Well, if they are Halloween supporter, they'll be laughing but if they're not a Halloween supporter they'll probably be offended.** | * Outline the role of specific features of a text [(VCEALL707)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL707)
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| 01:29 – 03:06 | She uses the words my kids**Mm hm**.What's the, why does she say that? Why doesn't she say children?**Because my kids is like a colloquial language and that is basically like try to make her look friendly like a friend to her audience and something like that.**Mm hm, yeah. In this paragraph there are some interesting words here. She uses the word throng. Why, what is she trying to convey by using that word?**She's basically trying to convey that Halloween is a very popular celebration because a throng is like almost like a group of people**.In that same paragraph, “There is something ethereal and poignant about the sea of glowing orbs illuminating the dark night”. Ah, they're very interesting words here. What is she trying to do with those words?**So basically, she's trying to get like the reader to imagine like this perfect scenery of like the out of this world, which is ethereal and the touching sea of glowing orbs, illuminating the dark nights.**Yeah. What are glowing, what are the glowing orbs?**The candles that are lit and, yeah. Which everybody holds up Halloween, so…**Okay. What do you think the, the readers are actually thinking about when they read that?**They think about how it could, how, like how touching it would be and how emotional it is and important.** | * Experiment with reading long, complex texts with support from the teacher [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703)
* Read texts with compound and complex sentences containing multiple clauses and some sophisticated features, such as noun groups [(VCEALL709)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL709)
* Read and understand sentences containing a broad range of descriptive language [(VCEALL711)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL711)
* Identify thematic groupings of words in a text - classifying words with the same function (in this text, to create emotional impact) [(VCEALL712)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL712)
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| 03:06 – 04:18 | In the last part of the article, the opinion piece, she con… what does she continue to do here?**I think it is critiquing adults, parents and even children themselves or teenagers who are reading this article.**Okay. How is she doing that?**She's doing that by like asking them rhetorical questions, well, abundance of rhetorical questions that really make them think, wow maybe like I am high hyper-individualistic.**How do you think she positions readers by using those rhetorical questions?**She positions them to constantly think about her arguments and this is used to like change their mind. So if they're against Halloween, they'll go for, yeah and it interests the readers more to keep reading.****I think it will also get them to like agree with, like agree with her point of view and like by asking this many rhetorical questions, they're like pushing the anti-Halloween people like up the wall because there's just so much here.**Okay. **So, then they'll just be like oh, I have to agree because it's just pressure.**It's hard to disagree.**Yeah.** | * Understand the relationship between text structures and social purposes of text types studied in class - using modelled metalanguage to name and describe features of texts [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702)
* 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)
* Outline the role of specific features of a text, for example rhetorical questions [(VCEALL707)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL707)
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| 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 a wide range of accessible texts from across the curriculum [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696)
* Continue to read texts of increasing complexity, discussing the relationship between text structures and social purposes of a variety text types [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702)
* Experiment with reading increasingly long, complex texts with decreasing support from the teacher [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703)
* Compare and contrast cultural aspects of texts in English with similar texts in their home language [(VCEALA704)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA704)
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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.  |