**Pathway C Level C3 Reading and Viewing**

**Persuasive text- Halloween: Structure of an opinion piece**

| **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 Victoria 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 talk about how the author has structured the text, and to elaborate on the arguments presented.  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 – 01:08 | What we're 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. Can you tell me about the type of text that you have been reading?  **So the type of text that we have been reading is an opinion piece and it is about Halloween.**  Okay. So how do you know that it's an opinion piece?  **It's from the SBS website, which is known for people giving their opinion on topics**.  How would you describe how she begins her article?  **I think she's beginning with, like, this personal anecdote, like, her personal experience about how Halloween is impacting her daily life.**  Why do you think that is? Why do you think she's done that?  **Because she's, like, from what I can pick up here, she's a parent, and since this article is targeted to parents and adults, other parents and adults will also be, like, interested in what's happened to other parents during Halloween.** | * Interpret and respond to accessible texts from across the curriculum - understanding background information associated with the content and text type, including the purpose and structure [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) * Discuss the purpose of individual features of a text [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) | |
| 01:08 – 01:51 | How does she continue in the next paragraph? What is she trying to build on?  **On this paragraph she talks about multicultural, how multicultural, like, everyone is and how they all come together as a community and, yeah, she talks about how different type of religions and, like, cultures, come together on Halloween.**  What are the arguments that she puts forward in this paragraph?  **That it unites us, all the kids, like, all the kids come together, and she also states that they're feeling safe, so, and belonging. So, safety.**  Yes. | * Read with understanding texts on familiar topics [(VCEALC699)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC699) | |
| 01:51 – 02:33 | Then what does she do after that?  **She rebuts. She uses a rebuttal to, like, talk about how those other arguments, other arguments people make about Halloween**.  Mm hmm. Okay. And what arguments do you think she makes in the next section about Halloween?  **She's trying to make the argument that Halloween is, like, it's a celebration about celebrating children and families and not about the nation. She's trying to, like, break down this sense of national pride and patriotism that stop people from celebrating Halloween**. | * Use modelled metalanguage to name and describe features of texts [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) * Discuss the purpose of individual features of a text [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) * Identify 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) | |
| 02:33 – 03:31 | What do we finally hear from her in the last paragraph there?  **We hear her contention and what she thinks about Halloween, truly.**  Yeah. Okay. So which sentence is that?  **It's the last sentence. So, it's time for a challenge to let go of Halloween grudges and embrace the joy, ritual, spontaneity, generosity, and community bonding.**  Okay, good. So why do you think she's put the contention at the end, the very end of the article, instead of the beginning of the article?  **I think it is to, like, it is a good end to the article, to, like, wrap up the article and then, basically, she's, like, because this is, like, it just makes this more persuasive because here, like, the first one, she introduces her argument. The second one is her rebuttal. The third one is her rebuttal and this one is, like, it's just a nice way to end it.** | * Skim a text for general meaning and scan to find detailed information - scanning a text to extract answers to questions [(VCEALC698)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC698) * Understand the relationship between text structures and social purposes of text types studied in class [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) * Outline the role of specific features of a text [(VCEALL707)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL707) | |

| 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:**   * Read a variety of texts from a broad range of sources including multimodal texts, such as news reports, that combine audio, subtitles and video [(VCEALC699)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC699) * Compare and contrast own cultural knowledge with aspects represented in text [(VCEALA704)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA704) * Compare the structures of different texts, for example, a report and a review, or an English text with a home language text [(VCEALL706)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL706) * Continue to read texts of increasing complexity, including compound and complex sentences and sophisticated features such as noun groups and modality, with decreasing teacher support [(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. |