**Pathway C Level C3 Reading and Viewing**

**Imaginative text- Interpreting text: Frankenstein**

| **Student information** | The first student is 13 years and 10 months old. They were born in Burma and have been in Australia for 8 years. They had age-equivalent schooling in Thailand. On arrival in Victoria, they attended an English language centre before enrolling in Year 1 at a Victorian government primary school. They are now in Year 8 in a Victorian government secondary college. Their home language is Burmese and they have a refugee background.  The second 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 schooling 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 read excerpts from the original text and the teacher guides them to talk about the language used to describe characters and to convey feelings. They then discuss the author’s message, and to whom that message is directed.  The words spoken by the students being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:56 | We've looked at an excerpt from the original text. It was quite challenging for you just to see how it was written 200 years ago. So, let's read, have a go at reading that text, and we'll talk a little bit about it.  **"How can I describe my emotions at this catastrophe? His limbs were in proportion, and I had selected his features as beautiful, beautiful, great God. His yellow skin scarcely covered the work of muscles and arteries beneath. His hair was of a lustrous black and flowing, his teeth of pearly whiteness. But these luxuriance formed a more horrid contrast with his watery eyes that seemed almost of the same colour as the dull-white sockets in which they were set. His shrivelled complexion and straight black lips."** | * Experiment with reading long, complex texts with support from the teacher [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703) * Read and understand sentences containing a broad range of descriptive language with some support [(VCEALL711)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL711) | |
| 00:56 – 02:04 | Tell me, what feelings does Victor Frankenstein have about his creature here in this original passage?  **He feels like he likes the creature but then he also doesn't.**  How do you know he likes the creature?  **Um, he...**  What tells you in that passage?  **He said his hair is lustrous black and flowing. But then he also said, "but these luxuriance formed a more horrid contrast." So he loves the creature but then he also hates it at the same time.**  What parts about the creature here in the passage do you see that he really hates? Is it hate or is it…  **It's love hate.**  **It's like he finds him ugly too.**  Yeah. Which parts?  **Like his shrivelled complexion.**  Yep.  **And straight black lips. Also his yellow skin.** | * Skim a text for general meaning and scan to find detailed information such as specific words or answers to questions [(VCEALC698)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC698) | |
| 02:04 – 03:30 | Let's have a read of the second paragraph.  **"I had worked hard for nearly two years for the sole purpose of infusing life into an inanimate body. For this I have deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation but now I have finished the beauty of the dream vanished and breathless, horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out the room and continued a long time traversing my bedchamber unable to compose my mind to sleep."**  Okay, what do you think of Victor Frankenstein's reaction here?  **So Victor, like he was happy that the creature works and like it starts to move that he put life into it but also at the same time he was terrified by it because how it looks and how it's actually really huge. And like he didn't believe that he actually create that thing. And he was feeling really stressed out after he made it and he didn't know what to do after he rushed out his room and every time he closed his eyes, everything he thinks of was the creature and he couldn't sleep.**  Yeah. What do you think Ma Bee?  **I feel like the creature would give him nightmares in the middle of the night, just out of nowhere, because it looks really scary**. | * Respond to imaginative texts, showing an understanding of key events, characters and issues by drawing basic inferences from a text, such as describing the feelings of a character or expressing a point of view [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) * Read texts with a range of sentence types [(VCEALL709)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL709) | |
| 03:30 – 04:15 | Do you think Mary Shelley might be saying something about ambition?  **I think scientists these days they can work with electricity however they want and they can create like, anything. Because compared to the back then, it's more advanced these days and anything can be made.**  **Yeah and she's trying to warn scientists these days as well because scientists, like they have like, they can do a lot these days because we have really good electricity and like how things work so they can do a lot of things. And Mary Shelley, she wants to warn them that like, don't go beyond what you're supposed to do, yeah.** | * Interpret and respond to accessible texts from across the curriculum - understanding background information associated with the content [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) * Respond to different cultural attitudes that are exemplified in stories, for example identifying 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 imaginative texts, discussing key events, characters and issues to build independence in comprehension [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) * Continue to experiment with reading long, complex texts with decreasing support from the teacher [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703) * Understand the relationship between text structures and social purposes of text types studied in class, and using modelled metalanguage to name and describe features of texts [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) * Read a range of texts, including fiction and non-fiction, on diverse topics and with a range of perspectives [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703) |
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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. |