**Pathway C Level C3 Reading and Viewing**

**Imaginative text- Retell of 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 in 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 teacher guides the student to retell the events in the story so far.  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 – 01:04 | How does Mary Shelley begin the narrative?  **Mary Shelley begins the narrative by a really interesting way by, like, there was two people, which is the captain and a sailor, and there was on, like, an ocean, and they saw the creature and someone was chasing the creature. And then a while after, they both just disappeared and they saw Victor Frankenstein and decided to help him. And Victor Frankenstein decided to write his story down for the captain to read. And he thinks that the captain will believe him more because he saw the creature.**  **Yeah. And the story also started by Victor Frankenstein. He has an adopted sister, and his mother died. His mother died.**  **Yeah, when he was 17.**  **Yeah.** | * Interpret and respond to accessible texts from across the curriculum [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) * Respond to imaginative texts, showing an understanding of key events, characters and issues - responding to a range of creative texts, such as poems, short stories, novels, films, songs [(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 - using modelled metalanguage to name and describe features of texts [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) | |
| 01:04 – 01:47 | What happens? What are the events that happen in the narrative to build tension?  **So, Victor Frankenstein, when he was 15, he went on a vacation with his family and there was a really big thunderstorm happened. And so the electricity, so the lightning is break down a tree, like, a really huge tree. And he was fascinated by it. He was like, he wondered how electricity works and he really wants to, like... Like, he wants to put-**  **He wants to learn more about electricity.**  **Yeah.** | * Respond to imaginative texts, showing understanding of key events, characters and issues by retelling [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) | |
| 01:47 – 03:17 | **And he went to university without his friend Henry. And that's when he started to get to know more about electricity and started to do unimaginable things.**  Okay. Is that how the tension builds in the text?  **Yeah**.  What unimaginable things does he do?  **Oh, so he had an idea that he wants to put life into death thing and he starts to experience it by, in his experiment, he stay in his laboratory for a year without letting anyone in. And he decided to dig up people grave to find pieces of their bodies and he decided to put them together. And he didn't let anyone in his laboratory because he knew that he did a horrible thing.**  So, can you explain how does Victor Frankenstein actually create his creature?  **So, yeah, he digs up people graves to find the body's pieces and…**  **He sews them together.**  **Yeah.**  What happens when the electricity goes down the pole and into his lab?  **A second after nothing happened, but then a few minutes after the creature start to move and he stands up. So, that's when Victor knew that his creation works. But then, he was terrified by the creature, so he starts to run away.** | * Respond to imaginative texts, showing an understanding of key events, characters and issues - expressing a point of view [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700) | |
| 03:17 – 04:29 | Okay. So he's created his creature, but he's... why does he run away**?**  **Because he was scared and he felt this feeling where he just hates his creature because of the way it looks.**  Okay. So we haven't finished reading the text. We've come up to a certain point. What have we read up to?  **We read up to the part that Victor Frankenstein found the monster on the mountain and he chased the monster, then they decided to have a conversation. The monster wants to have a conversation with Victor Frankenstein and tell his side of the story.**  Yep. So after he creates the creature and he runs away from him, what happens? What does the creature do?  **The creature went to find his family and kill his brother to take revenge. He feels, like, really sad and lonely and unfair because you know how, like, when the owner meets the creature but they don't give them enough love. Just like parents and children. Yeah. How they're supposed to love their children no matter what, and Victor Frankenstein did not love his creature.** | * 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 or suggesting the opinion of the author [(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:**   * Experiment with reading long, complex texts with support from the teacher, for example, original text rather than abridged version [(VCEALA703)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA703) * Read texts with an increasing range of sentence types, including compound and complex sentences containing multiple clauses or sentences with sophisticated features, such as noun groups and modality [(VCEALL709)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL709) * Continue to read sentences containing a broad range of descriptive language, building understanding of features such as complex noun groups and adverbial phrases [(VCEALL711)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL711) |
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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. |