**Pathway C Level C3 Speaking and Listening**

**Persuasive text- Halloween interview role play**

| **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 school 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 school 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 had been studying persuasive devices used in opinion pieces and had read and discussed a model text about Halloween and its appropriacy as a celebration for Australian children. In this task, the students participated in a role play with their teacher. They took on the persona of parents giving different sides of the argument in an interview.  The words spoken by the student being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:44 | Halloween's coming up very shortly and of course there are a lot of concerned parents no doubt out there, wondering whether they should allow their child to go trick-or-treating. And we invited a couple of parents here. First, Liam Smith.  **Hi, thank you for having me. I have two 11-year-olds, twins.**  And Mr. Jimmy Chan.  **Hello, it's my pleasure to be here. And yes, I have two children, one 11-year-old girl and one 10 years old boy.**  Fantastic, great. They must be a bit of a handful.  **Yes.**  **Yeah, they definitely are.** | * Prepare and deliver an oral presentation, after modelling and support – including creating and using memory aids such as palm cards or slides [(VCEALC680)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC680) | |
| 00:45 – 01:48 | Jimmy, would you like to go first and tell us about your thoughts on Halloween?  **So, most parents that I've met was like Halloween is so dangerous for children and like children life are endangered because of Halloween. But like, that's not true at all. But like children during Halloween, we must understand that they always stay in groups and most of the time that group of children is also accompanied by adults. And in fact, the statistic of kidnapping children during Halloween is so low that you have more chances of falling out of bed and die than dying from getting kidnapped during Halloween.**  Yes, okay. So, Mr…Liam Smith, what do you think?  **I think it's more about the consumption of lollies than being in danger of getting kidnapped. I think that the mass consumption of candy and like different types of treats could harm kid**  **s and they rot their teeth, cavities. And a lot of doctors have come out that kids eat too much candy on Halloween.** | * Use available English repertoire to discuss and justify a point of view on a familiar topic [(VCEALC679)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679) * Attend to multiple features of speech, including pronunciation, volume, pace, intonation [(VCEALC680)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC680) * Adapt speech in common classroom interactions so it is appropriate to the particular context and audience - responding in the appropriate register by matching elements of body language, voice and expression [(VCEALA681)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA681) * Construct a range of sentence types [(VCEALL689)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL689) * Use specific curriculum area language, incorporating learnt vocabulary into spoken texts, such as discussions, presentations [(VCEALL693)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL693) | |
| 01:48 – 01:53 | Yes, well, you know, dentist bills are very expensive.  **They're really expensive, yes. So it's, it's a big worry when you know your kids are getting candy.** | * Participate in conversations with a small range of speakers [(VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC673) | |
| 01:53 – 02:29 | **So first of all, the chances of your candies being poisoned during Halloween is like really, really low. Like, as I've mentioned like, the chances of dying during or like between the period of Halloween from poisoning or kidnapping is really low. And if they'd really like poisoned your candy, you'll be able to notice it.**  **I think another big problem is with how the holiday doesn't match the weather here and how it's too bright and it's not spooky enough, I guess.** | * Negotiate with peers and teachers in familiar informal and formal classroom situations [(VCEALC674)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC674) * Use a range of expressions to structure a point of view, including conjunctions (‘because’), subjective language (‘I think’) and some objective language (‘It is clear that …’) [(VCEALC679)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679) * Beginning to use basic and some complex verb forms accurately [(VCEALL690)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL690) | |
| 02:29 – 03:41 | So how should Halloween, in your opinion, be?  **I think Halloween should be less creepy and we should have our own, in Australia, our own type of Halloween. So we should make it more something about tradition here. So like the kids could go around, get different types of like traditional foods.**  **Liam is right about one thing. Halloween isn't spooky here, but the thing about changing Halloween to like an Australian theme is that you have to understand that Halloween is not just about ghosts and ghouls, it's also about dressing up multiculturally. Like other people might be dressing up as like the ghost from their religion and things like that. And that basically promotes different cultures in Australia.**  **I think the controversy of Halloween has gone far enough and I think we should just keep our kids safe and the best way to do that is just maybe not celebrate it the way that Americans do and the lenience they have on their kids. And I think we should be more safe with ours and keep them like...yeah in a better state.** | * Producing text types according to conventions, such as arguments and formal speeches, and incorporating appropriate organisational features for the text type [(VCEALL686)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL686) * Use a range of cohesive devices to extend speech [(VCEALL688)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL688) * Use pronunciation and non-verbal features to support communication [(VCEALL694)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL694) | |
| 03:41 – 04:18 | So will you be allowing your kids to go out trick-or-treating?  **My wife probably would force me to, 'cause she enjoys Halloween. But no, I think, I think I'll have a say in it and I'll either be behind them, trailing behind them, and yeah, I'll also control their consumption of sugar and candy, so yeah.**  Okay, and what about you, Jimmy?  **I will definitely let my children go to Halloween, under my supervision, of course, so that they'll be safe.**  So you're suggesting it's okay if parents are responsible?  **Definitely.** | * Using appropriate sentence structures and vocabulary to participate in conversations [(VCEALC673)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC673) | |

| This student’s performance in this task suggests that they are working within the range of Level C3 in Speaking and Listening. 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 Speaking and Listening.  At **beginning Level C3** students**:**   * have begun to show confidence in using language and listening to texts that fall outside of familiar situations, including in learning areas across the curriculum * begin to produce spoken texts that show a clear structure, but they might not yet include all the necessary words and connectives that make it fluent and coherent.   At **consolidating Level C3** students:   * have begun to use a range of connectives to produce a single coherent text, including time signals to link ideas and events * are gaining increasing awareness and control over the subtleties of intonation, stress, and rhythm when using language to gain the audience/listeners’ attention, although they might still have trouble using these effectively themselves * have begun to experiment with techniques when presenting small talks to a classroom audience, including formal and non-verbal language, digital resources, sequencing words, and inviting/responding to questions.   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=C3)students:   * listen, question and respond successfully in a wide range of social and academic contexts * demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts * use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions * discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work * use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view, with varying accuracy, * interpret accessible spoken and print texts and, with support, understand the full text * listen for specific information when questions are given beforehand * understand small amounts of abstract and generalised information when appropriate background is provided. | **Possible next steps for this student’s learning:**   * Rehearsing non-verbal communication for prepared presentations with a partner and seeking feedback, or videoing themself using a digital device for reflection and self-assessment [(VCEALA682)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA682) * Continue to practise the use of complex verb forms to increase accuracy [(VCEALL690)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL690) * Use longer descriptive phrases, for example by including some simple quantifiers, using an expanding range of adjectives as describers and qualifiers or using adverbs and levels of possibility as modifiers to add detail to verbs [(VCEALL691)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL691) |
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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 attempt VCE.  Student eligibility for Victorian Certificate of Education (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. |