**Pathway C Level C1 Speaking and listening**

**Informative text- Describing the human digestive system (2)**

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| **Student information**  | This student is from Iran, and her first language is Farsi. She is twelve and a half years old. She has been in Australia for just over eight months. The student attended school for five years in Iran, where Farsi was the language of instruction. She has been in a Year 7 level class in an English language school for just over two months. She attended an English language centre interstate for six months prior to starting at her current English language school.  |
| **Task**  | The class was asked to reconstruct the human digestive system using graphics on the computer and then to explain how the digestive system works with reference to a model. The students had previously learned about how the digestive system works with the vocabulary for the relevant organs. The students have discussed the location and function of the organs. In this context, the students learnt the use of the passive voice and ways of indicating the sequence of steps in a process. The teacher is evaluating the capacity of the students to follow simple spoken instructions, understand and use relevant scientific terminology, use language appropriate to the study of science or biology and use appropriate subject-verb agreements. She is specifically assessing how well the student uses: * language specific to the topic
* the simple present and passive
* words that indicate the sequence of events
* conjunction to link ideas
* correct forms of subject verb agreement.

The words spoken by the student being assessed are in **bold**.  |

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| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-1:16  | This is a listening assessment you are going to do, but you need, you’re going to reconstruct all the body parts onto the chart. This is the digestive system we’re going to do. But you have to follow my oral instructions step by step. Don’t start before I give you any instruction, alright? So what you need to do for this task is to, where you hear my sentence instruction you go to look for the organ. Click on the blue dot and then drag it to the correct position on the chart. This long white tube is the last digestive organ. The food passes through it before leaving the body. This long white tube is the last digestive organ. The food passes through it before leaving the body. | * Comprehend a simple spoken text [(VCEALC547)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC547)
* Respond appropriately in a range of commonly encountered situations using short, familiar formulas or expressions [(VCEALA552)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA552)
* Identify key vocabulary and ideas from short, familiar spoken texts, supported by context [(VCEALL563)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL563)
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| 1:17-2:38 | Can you explain how a piece of cake is absorbed in our body?**The ah, the digestive system begins in the mouth where we chew the piece of cakes by the help of tongue it’s break down, it breaks down to pieces and then it goes to the oesophagus. Oesophagus is a long tube between the mouth and the stomach. It goes to the stomach. In the stomach it’s mixed with the jui… acid and juice, and then the liver, pancreas, pancreas oh and the gall bladder all helps to absorb the nutrients and breaks down the fats, and then it goes to the lar… small intestines where the we, we can get the nutrients. And then it goes to the large intestine where, the large intestine where the, there it absorbs with water and then it goes to the rectum. Ah.**That’s right.**Yeah, and then the food that’s solid and then they are pushed out into, from the anus out.** | * Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions [(VCEALC544)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC544)
* Contribute to a short dialogue or classroom interaction on a familiar topic [(VCEALC551)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC551)
* Use simple cohesive devices to link spoken text [(VCEALL559)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL559)
* Attempt different verb forms, with some consistency [(VCEALL561)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL561)
* Use words from lexical sets related to communicative need, interest, experience or learning [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564)
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| 2:39-3:18 | Okay, I didn’t get it, when you said about, something about large intestine. What does large intestine do in the process?**It’s, the the large intestines do water, water mixed with the food, and then it goes to the ah rectum.** Yeah, what goes to the rectum?**Rectum, yeah rectum.**What?**The food that’s, the food that cannot be digested, digest, and just goes to the rectum.**And then?**It’s pushed out from the anus.**Very good. Thank you.**Okay.** | * Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions [(VCEALC544)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC544)
* Employ non-verbal strategies to elicit support from the listener [(VCEALA553)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA553)
* Sequence events chronologically using time markers [(VCEALL558)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL558)
* Use simple cohesive devices to link spoken text [(VCEALL559)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL559)
* Speak with greater confidence and fluency [(VCEALL565)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL565)
* Repeat or re-pronounce words or phrases through self-correction, if not understood [(VCEALL566)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL566)
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| **Overall, this student can also:** * Extract essential information from short, simple texts relevant to personal experience [(VCEALC548)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC548)
* Comprehend and produce short spoken text types [(VCEALL557)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL557)
* Identify key vocabulary and ideas from short, familiar spoken texts, supported by context [(VCEALL563)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL563)
 | **Possible next steps for this student’s learning:** * Learning about, and describing other processes that occur in the body using learned sentence structures, for example, how oxygen is used by the body [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564)
* Practising using linking words to connect ideas, for example, *then, after that, finally* … [(VCEALL559)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL559)
* Completing writing activities about topics that are discussed orally in class [(VCEALC590)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC590)
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| This student’s performance in this task suggests that she is working within the range of Level C1 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 C1, consolidating C1 or at the C1 standard in Speaking and listening. At **beginning Level C1** students**:*** can communicate using formulaic language and simple, well-rehearsed grammatical features of their limited English repertoire
* understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts, but cannot necessarily respond in English
* recognise the use of stress and intonation within language according to context and situation, and have begun to use it in some familiar interactions and to imitate models with some accuracy
* understand the basic subject–verb–object grammatical pattern, common regular and irregular verbs, and basic prepositions and connectives related to most routine social and school needs, but cannot use them accurately
* use some very basic strategies to initiate and sustain simple conversations in English, such as a smile or nod, and can repeat and re-pronounce as necessary.

At **consolidating Level C1** students:* have begun to take their own initiative to initiate interaction with others (for example, ask for a library book or give simple instructions), and respond confidently when encountering familiar, formulaic and routine questions
* are still dependent on slow careful speech and face-to-face contact, but have begun to identify essential information from short simple texts relevant to their personal experience or familiar topics with teacher support
* demonstrate an ability to recognise the situational and contextual use of word stress, rhythm, and intonation by attempting to adjust their own responses accordingly
* observe others and are attempting to add to their own repertoire of listening and speaking behaviours, including the giving of and responding to non-verbal cues
* still provide frequent examples of a transfer of knowledge of the structure of spoken texts and discourse patterns from their home language to English.

At **Level C1 Achievement Standard** students:* communicate simply but effectively in English in social and classroom contexts across the curriculum
* negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire
* use some stress and intonation appropriately in familiar interactions
* use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs
* understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers
* use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions
* understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience
* use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.
 | **Pathways and transitions considerations:** A Year 7 student who is working within the range of Level C1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway C of the EAL curriculum. |