**Pathway C Level C1 Writing**

**Persuasive text- Should mobile phones be banned at school?**

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| **Student information** | The student is 12 years old and in Year 7. She is from China and speaks Mandarin as her home language. She has had age-equivalent schooling and can read and write in her home language. She has been studying in an English language school in Australia for two months. |
| **Task** | This written task was completed towards the beginning of a unit of work on current issues. Students had read texts with arguments for and against banning mobile phones in schools.  The student typed her writing on the computer. The analysis is based on student’s work before correction. |

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| **Section** | **Text** | | **This sample of student work demonstrates that the student can:** |
| 1 | **I think students should bring mobile phone to school, because there are many benefits to us. First, if you can use mobile, you can make students interested in the class and encourage them to participate in discussions. It can also make the class more interesting. Second, the mobile phone can check some difficult knowledge points. Which can help students complete their work well when the teacher not present. Third mobile phones can make it easier to contact family members and prevent accidents. Therefore, I think schools not ban mobile phones.** | * Use the features of simple text types appropriately [(VCEALA592)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA592) \*uses persuasive language such as *I think students should...* * Use simple cohesive devices to structure writing [(VCEALL599)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL599) * Use single-word subject–verb–object word order in simple sentences and noun–pronoun agreements with few errors [(VCEALL600)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL600) * Use common punctuation with some consistency [(VCEALL607)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL607) | |

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| **Overall, this student can also:**   * Show some organisation of subject matter and attempt the structure of a specified text [(VCEALL597)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL597) * Use basic digital technology functions [(VCEALL608)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL608) | **Possible next steps for this student’s learning:**   * Expanding on ideas with supporting evidence [(VCEALL662)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL662) * Learning to combine clauses using a greater range of conjunctions [(VCEALL665)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL665) * Revising and practising using negation correctly, for example, *Schools should not ban* and *The teacher is not present* [(VCEALL602)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL602) |
| This student’s performance in this task suggests that she is working within the range of Level C1 in Writing. 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 Writing.  At **beginning Level C1** students**:**   * attempt to write down words they have heard or said, but this will usually not be with accurate spelling * will rely heavily on proformas and other model texts as scaffolding to produce extended pieces of writing longer than a phrase or sentence with teacher guidance, but are not yet aware that different text types are used for different purposes * tend to focus on producing a final product, rather than recognising that the act of writing is a process that involves planning, revision, and editing.   At **consolidating Level C1** students:   * have begun to attempt their own sentences, although the focus is on meaning rather than grammatical accuracy * produce sentences that tend to follow a basic subject–verb–object pattern, but with varying degrees of accuracy * create texts that demonstrate a growing awareness of differences between text types, especially in terms of overall organisational features and structure, although their ability to demonstrate this in their own writing is still very rudimentary * can review their writing and identify aspects that might be changed or revised, with assistance.   At[**Level C1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10) students:   * write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts * produce basic sentences and short texts based on well-practised spoken English and familiar contexts * write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features * order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs * correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions * plan their texts and provide some additional information through visual texts, with support * utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources * use basic features in software applications to write and present their texts. | **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. |