**English as an Additional Language (EAL) reporting resource Pathway B – Level BL – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B** | Years 2 – 8 |
| **Level** | BL |
| **Mode** | Speaking and Listening |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER BL** |
| At **beginning Level BL** students**:*** have very little or no oral English and do not respond meaningfully to English

**and/or*** may spontaneously repeat words or phrases without understanding their meaning

**and/or*** may only speak to same-language peers in the classroom

**and/or*** may initially attempt to communicate with the teacher using their home language

**and/or*** will join in activities, watching and copying what other students do in the classroom but may not speak

**and/or*** are likely to listen to extended texts in English with visual support.
 | At **consolidating Level BL** students:* are settling into situations where English is the dominant language and becoming more confident in attempting to use English
* begin to understand that communication with teachers and peers needs to be conducted in English
* begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English
* begin to learn the very basic oral English needed to manage learning in an English-speaking classroom, where the teacher adapts spoken texts to assist the students
* begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands
* recognise the importance of non-verbal communication
* understand that different forms of language and levels of politeness are used in different situations and contexts by drawing on their home-language experiences.
 | At **Level BL Achievement Standard** students:* communicate simply but effectively in familiar, social and classroom contexts, using simple formulaic and some creative structures
* learn through English that is well supported by context
* contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others
* produce short oral utterances in English characterised by varying grammatical accuracy, simple subject–verb–object construction and over-generalisation of rules
* use common adjectives and adverbs to describe or add emphasis
* use repetitive grammar patterns copied from stories, songs, rhymes or other short texts
* demonstrate pronunciation, stress and intonation that carries elements of home language pronunciation
* use some basic communication strategies, asking for repetition, and questioning to check, clarify or confirm understanding
* use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.
 | A student who has achieved the BL standard will continue on Pathway B to Level B1 of the EAL curriculum.At the end of Year 6, all students who are working within the BL range or who have achieved the BL standard will transition to Pathway C in Year 7. Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | BL Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/BL-Speaking-and-Listening.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

 **English as an Additional Language (EAL) reporting resource Pathway B – Level BL – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | BL |
| **Mode**  | Reading and Viewing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER BL** |
| At **beginning Level BL** students**:*** are new to English and new to literacy

**and*** still rely on support from teacher or same-language speaker when encountering written English text

**and/or*** may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a home language

**and/or*** may be reluctant to participate in reading activities

**and/or*** may recognise their home language

in writing, if it has a written form, and may recognise that English print is different from their home language**and/or*** will be able to draw on general learning skills and strategies that they have used to function effectively in their home communities, for example observing, memorising, classifying.
 | At **consolidating Level BL** students:* show an interest in books and focus on illustrations
* show interest in print and recognise some environmental print including their name
* can recognise and name some letters
* are starting to build a bank of English words they recognise, such as environmental print
* read some short, familiar texts that have been well-introduced in class
* demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures
* watch and listen as texts are read aloud to them but may not join in
* rely on same-language peer or teacher support to complete structured activities.
 | At **Level BL Achievement Standard** students:* read a wide range of familiar, short, simple, repetitive fictional and everyday texts, and complete basic structured activities based on them. These texts may be print or digital, including visual, multimodal and interactive.
* retell a simple and familiar story, and sequence a process with sentences and pictures
* show early understanding that texts are written for a variety of purposes
* show beginning understanding of the letter–sound relationships of English
* read some familiar words and phrases in context, and recognise, name and know the sounds related to all letters and some common letter groups
* recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud
* focus on illustrations and other non-written features when reading
* use word lists and simple dictionaries to assist them to read new words.
 | A student who has achieved the BL standard will continue on Pathway B to Level B1 of the EAL curriculum.At the end of Year 6, all students who are working within the BL range or who have achieved the BL standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | BL Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/BL-Reading-and-Viewing.aspx) |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level BL – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B** | Years 2 – 8 |
| **Level** | BL |
| **Mode** | Writing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER BL** |
| At **beginning Level BL** students**:*** are new to English and new to literacy

**and*** rely on home language or teacher support to attempt production of English writing

**and/or*** may be reluctant to participate in writing activities and may not understand their purpose

**and/or*** may have little or no experience of formal learning and very limited literacy strategies acquired through developing literacy in a home language

**and/or*** may have difficulty in the initial stages of learning the mechanics of writing, for example, they might not be used to holding pencils or crayons and making ‘marks’ on the page, depending on their prior experiences

**and/or*** will be able to draw on general learning skills and strategies that they have used to function effectively in their home communities, for example observing, memorising, classifying.
 | At **consolidating Level BL** students:* use drawing as a means of expression
* will show improvements in their ability to form letters and produce copied text
* copy writing from other sources, for example environmental print, other students, the teacher’s model
* will observe shared writing tasks, watching as the teacher writes and will begin to contribute as much as their limited English allows
* talk about their writing and pictures, drawing on their oral English language and may use their home language with same-language peers or bilingual teacher.
* may exhibit limited concentration during shared writing tasks.
 | At **Level BL Achievement Standard** students:* communicate their ideas and experiences simply through written, drawn, copied or dictated texts
* contribute to whole-class or small-group shared writing activities
* demonstrate an early awareness that written texts in English are presented according to certain conventions, which change according to context and purpose
* write simple sequenced descriptions, recounts and procedures, following models
* write or draw for specific audiences
* produce writing that reflects their oral structures
* link ideas using common conjunctions and show awareness of the uses of basic punctuation
* demonstrate knowledge of some English letter–sound relationships and spelling of high-frequency words
* show evidence of some planning
* model their writing on shared writing activities and published texts
* use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word
* begin to form letters and place text appropriately
* copy texts using computer software applications.
 | A student who has achieved the BL standard will continue on Pathway B to Level B1 of the EAL curriculum.At the end of Year 6, all students who are working within the BL range or who have achieved the BL standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:**   | BL Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/BL-Writing.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B1 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B1 |
| **Mode**  | Speaking and Listening |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B1** |
| At **beginning Level B1** students**:*** are settling into situations where English is the dominant language
* rely mainly on home language for communication with peers or staff while adjusting to the use of English in the classroom
* begin to use basic English words and phrases in attempts to communicate with teacher and peers
* begin to learn the very basic oral English needed to participate in classroom activities and tasks
* begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands
* begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English
* use and respond to some non-verbal communication strategies
* attempt to show respect and politeness in ways that reflect home-language conventions and expressions.
 | At **consolidating Level B1** students:* use some English supported by context in learning activities while still using home language with peers for support in activities
* communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures
* contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others
* students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject–verb–object construction and overgeneralisation of rules
* use common adjectives to describe or add emphasis
* use repetitive grammar patterns copied from stories, songs, rhymes or the media
* demonstrate comprehensible pronunciation, stress and intonation
* use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm
* use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.
 | At **Level B1 Achievement Standard** students:* communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English that is supported by its immediate context
* use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually concerning concrete subject matter
* follow simple instructions, answer predictable questions, make basic requests and express needs simply
* show initial understanding that English changes according to context and audience, and modify their use of English in response to a range of familiar classroom and social purposes
* use appropriate social formulas and non-verbal language
* produce utterances characterised by varying grammatical accuracy and elements of home-language pronunciation
* use common adjectives and adverbs to describe or add emphasis
* use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding
* restate simply, repeat or re-pronounce when necessary.
 | A student who has achieved the B1 standard will continue on Pathway B to Level B2 of the EAL curriculum.At the end of Year 6, all students who are working within the B1 range or who have achieved the B1 standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:**   | B1 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B1-Speaking-and-Listening.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B1 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B1 |
| **Mode**  | Reading and Viewing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B1** |
| At **beginning Level B1** students**:*** distinguish English text from home-language text
* show interest in print and recognise some environmental print including their name, can recognise and name some letters
* show an interest in books and focus on illustrations
* demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages, and looking at pictures
* watch and listen as texts are read aloud to them but may not join in
* rely on peer or teacher support to complete structured activities.
 | At **consolidating Level B1** students:* show beginning understanding of the sound–symbol relationships of English
* read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make
* focus on illustrations and other non-print features to follow meaning when reading
* retell a simple familiar story, and sequence a simple familiar process with sentences and pictures
* can make basic comparisons between simple narrative texts in English and home language
* show early understanding that texts are written for a variety of purposes
* read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them
* interpret basic meanings from teacher’s use of intonation during class readings, such as expressions of happiness or anger
* recognise repeated and basic words in texts read aloud
* use word lists and simple English to home-language dictionaries to assist them to read new words.
 | At **Level B1 Achievement Standard** students:* read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts
* retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive.
* show understanding of the basic purposes of texts, and choose texts appropriately
* read and gather basic information from simple, accessible texts, with support
* combine their basic knowledge of English letter–sound relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read
* use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation
* show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages.
 | A student who has achieved the B1 standard will continue on Pathway B to Level B2 of the EAL curriculum.At the end of Year 6, all students who are working within the B1 range or who have achieved the B1 standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | B1 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B1-Reading-and-Viewing.aspx) |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B1 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| --- | --- |
| **Pathway B**  | Years 2 – 8 |
| **Level**  | B1 |
| **Mode**  | Writing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B1** |
| At **beginning Level B1** students**:*** may draw on home-language writing conventions such as format, punctuation, and letter formation
* use drawing as a means of expression
* attempt to copy writing in English from other sources, for example environmental print, other students, the teacher’s model
* will observe shared writing tasks, watching as the teacher writes but most likely will not contribute because of their limited English
* may exhibit limited concentration during shared writing tasks
* talk about their writing and pictures drawing on their oral English language and may use their home language with same-language peers or bilingual teacher.
 | At **consolidating Level B1** students:* begin to form letters and place text appropriately
* communicate their ideas and experiences simply through writing, drawing, copied or dictated texts
* demonstrate knowledge of some sound–letter relationships, and show evidence of some planning
* produce writing that reflects their use of oral structures
* demonstrate some awareness of conventions of different basic written genres which change according to context and purpose, drawing on some home-language writing conventions
* write or draw for specific audiences
* write simple sequenced descriptions, recounts, and procedures, following models
* link ideas using common conjunctions and show awareness of the need for basic punctuation
* model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word
* contribute to whole-class or small-group shared writing activities.
 | At **Level B1 Achievement Standard** students:* write and present simple texts for a variety of basic classroom and personal purposes
* communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports, with support
* use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented
* produce written texts that incorporate the basic grammatical features of their spoken English
* spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter–sound relationships
* use some simple strategies for spelling words, such as checking word lists or books
* plan and edit their texts, providing additional information through visual images, with support
* use the basic features of computer software applications to write and present their texts.
 | A student who has achieved the B1 standard will continue on Pathway B to Level B2 of the EAL curriculum.At the end of Year 6, all students who are working within the B1 range or who have achieved the B1 standard will typically transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | B1 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B1-Writing.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B2 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

|  |  |
| --- | --- |
| **Pathway B**  | Years 2 – 8 |
| **Level**  | B2 |
| **Mode**  | Speaking and Listening |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B2** |
| At **beginning Level B2** students**:*** are beginning to extend their comprehension and use of social and classroom language
* are able to use simple conjunctions such as ‘and’ and ‘but’
* are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas
* may experience breakdowns in accuracy and fluency as they take more risks, for example, subject–verb agreement is very unstable and not usually correct; students attempt to mark past time with time markers but do not yet use past tense forms
* are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions.
 | At **consolidating Level B2** students:* continue to extend their comprehension and use of social and classroom English
* still appeal to staff or peer for home-language support when communication breaks down
* appear more confident in using English for social exchanges and will initiate interactions with teachers and peers
* show increasing confidence in using English to participate in structured mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics with support from the teacher
* can use endings of common verbs with some consistency, and can use ‘don’t’ for negation
* sometimes demonstrate subject–verb agreement when speaking but not in every utterance
* can use some common past tense verbs, but still usually mark past time with time markers rather than verb tense.
 | At **Level B2 Achievement Standard** students:* communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English
* negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures
* identify and describe people, places and things using simple vocabulary
* describe a series of events or actions using some detail
* initiate and manage interactions appropriately in a range of familiar contexts
* understand instructions, recounts and explanations when supported by clear contexts
* use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances
* use basic time and sequence markers and simple negative forms
* use verb endings with some consistency
* use some of the terminology of new topics
* demonstrate comprehensible pronunciation, stress and intonation with some home-language influences
* employ basic strategies to sustain and enhance communication in English.
 | A student who has achieved the B2 standard will continue on Pathway B to Level B3 of the EAL curriculum.At the end of Year 6, all students who are working within the B2 range or who have achieved the B2 standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | B2 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B2-Speaking-and-Listening.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B2 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B2 |
| **Mode**  | Reading and Viewing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B2** |
| At **beginning Level B2** students**:*** read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement
* respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response
* recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts
* continue to develop their reading strategies and use their developing knowledge of sound–symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar
* make basic comparisons between texts read in English and similar home-language texts.
 | At **consolidating Level B2** students:* read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns
* use organisation features (for example, headings, diagrams) to locate information in factual texts, with teacher support
* are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding
* attempt to self-correct but may do so inconsistently
* are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses.
 | At **Level B2 Achievement Standard** students:* read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be print or digital, including visual, multimodal and interactive
* follow simple written instructions and questions
* identify the basic purposes of simple texts, and recognise the basic stages of common text types
* use their developing vocabulary and their knowledge of sentence structure and English letter–sound relationships to predict and self-correct
* modify intonation to differentiate questions, exclamations or dialogue when reading aloud
* follow simple time and logical relationships between events and ideas expressed by common cohesive devices
* sequence sentences from known texts or a text on a familiar topic or experience
* use simple strategies to assess text difficulty and to choose new texts to read.
 | A student who has achieved the B2 standard will continue on Pathway B to Level B3 of the EAL curriculum.At the end of Year 6, all students who are working within the B2 range or who have achieved the B2 standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | B2 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B2-Reading-and-Viewing.aspx) |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B2 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B2 |
| **Mode**  | Writing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B2** |
| At **beginning Level B2** students**:*** write their own simple texts for different purposes in guided contexts
* draw on models provided and use repetitive structures in an attempt to write longer texts
* produce writing that is still reflective of home- language influence and characteristics of EAL learner language (for example, sometimes leaving out articles and verb endings and making errors with verb tenses) as they become more confident in experimenting with oral and written English
* attempt to spell new words using their own pronunciation that reflect home-language influence
* write familiar words accurately.
 | At **consolidating Level B2** students:* continue to write their own simple creative and informational texts for classroom purposes with support and they begin to include some details that help orient the reader
* combine knowledge of and home language writing practices and expectations for written English to plan and complete writing tasks
* combine knowledge of home-language writing practices and expectations for written English to plan and complete writing tasks
* produce writing that begins to include features of written English, while still reflecting features of their home language
* produce writing that shows varying control over grammatical features such as subject–verb agreement, tense, noun-pronoun reference and articles
* spell most monosyllabic and many high frequency words accurately.
 | At **Level B2 Achievement Standard** students:* write for a range of purposes on familiar topics
* write simple, organised texts demonstrating a developing use of specific vocabulary and simple sentence structures
* demonstrate an understanding of the purposes of common text types, and their structures and features
* produce written texts that include basic information and detail
* use a number of common conjunctions to link ideas, using pronoun references with some noun–pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation with consistency
* make plausible attempts to spell new words based on known English letter–sound relationships and use a range of strategies for spelling words, checking word lists or keeping personal dictionaries
* base new sentences on known sentence structures
* draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them
* use more advanced software functions to write, edit and present their texts.
 | A student who has achieved the B2 standard will continue on Pathway B to Level B3 of the EAL curriculum.At the end of Year 6, all students who are working within the B2 range or who have achieved the B2 standard will transition to Pathway C in Year 7.Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:* there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school
* it is developmentally appropriate for the individual learner.
 |
| **Examples of student work:** | B2 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B2-Writing.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B3 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B3 |
| **Mode**  | Speaking and Listening |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B3** |
| At **beginning Level B3** students**:*** use English to interact more confidently in an increasing range of informal social situations
* attempt to explain and express complex ideas related to their classroom learning and experiences, while still drawing on some support from same-language peers or bilingual staff to do so
* participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures.
 | At **consolidating Level B3** students:* participate actively in most social situations in the classroom and around the school
* engage more actively and confidently in classroom learning activities on familiar and unfamiliar topics using topic-specific language
* may not always be able to contribute specific details or explanations of more complex ideas due to their developing language resources.
 | At **Level B3 Achievement Standard** students:* generally, respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts
* demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes
* understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information
* use appropriate sequence markers and consistently use most common irregular past tenses
* provide greater detail through the use of longer noun groups and adverbial phrases
* use comprehensible and consistent pronunciation, stress and intonation with some home-language influences
* access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire
* are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.
 | A student in Year 3 – 6 who has achieved the B3 standard consistently in all three language modes will transition to the English curriculum when they are:* capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support
* sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum
* capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.

At the end of Year 6, students who are working within the B3 range transition to Pathway C in Year 7. Students who have achieved the B3 standard may transition to Pathway C or the English curriculum, depending on what is developmentally appropriate for the individual learner.Year 8 students must transition to Pathway C at the end of the year.  |
| **Examples of student work:**   | B3 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B3-Speaking-and-Listening.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B3 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B3 |
| **Mode**  | Reading and Viewing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B3** |
| At **beginning Level B3** students**:*** read and understand a range of familiar and unfamiliar texts
* require teacher guidance in the selection of reading material to ensure they do not select texts in English that are too difficult
* understand the organisational structures of different text types
* are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarise the main ideas
* may show some breakdowns in understanding because of their developing vocabulary and knowledge of English grammar.
 | At **consolidating Level B3** students:* read fictional and subject-specific texts of increasing complexity but still require some contextual support and more time than non-EAL students to comprehend language and concepts
* make simple inferences and understand the gist of texts
* may not be able to identify or recall specific details in more complex texts or texts containing colloquial language.
 | At **Level B3 Achievement Standard** students:* read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive.
* demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions
* compare some details in texts
* demonstrate some awareness of how information is organised in English texts
* recognise the cohesive devices connecting ideas and the organisation of information in a text
* use appropriate metalanguage to talk about the structure and features of a text
* recognise how relationships are signalled by an increasing range of conjunctions
* integrate a number of strategies to help them read new texts
* use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information.
 | A student in Year 3 – 6 who has achieved the B3 standard consistently in all three language modes will transition to the English curriculum when they are:* capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support
* sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum
* capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.

At the end of Year 6, students who are working within the B3 range transition to Pathway C in Year 7. Students who have achieved the B3 standard may transition to Pathway C or the English curriculum, depending on what is developmentally appropriate for the individual learner.Year 8 students must transition to Pathway C at the end of the year. |
| **Examples of student work:** | B3 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B3-Reading-and-Viewing.aspx) |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway B – Level B3 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway B comprises four levels – BL, B1, B2 and B3. EAL learners at Pathway B have had a number of years of life experiences before they begin learning in an English immersion environment.**

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| **Pathway B**  | Years 2 – 8 |
| **Level**  | B3 |
| **Mode**  | Writing |
| **BEGINNING** | **CONSOLIDATING** | **ACHIEVED** | **AFTER B3** |
| At **beginning Level B3** students**:*** write simple texts based on models which include basic organisational features of familiar text types
* can follow conventions and expectations of the writing task and include more written-like language in their writing, includingsome technical language in factual texts
* continue to connect ideas using a range of common conjunctions
* extend noun groups by including adjectives before the noun
* plan and make simple revisions of their writing
* reflect home language patterns and conventions in elements of their writing.
 | At **consolidating Level B3** students:* are beginning to construct more complex texts that reflect generic conventions with increasing independence
* begin to include more complex language and sentence structures in their writing
* use common technical vocabulary in factual texts more consistently
* use subject–verb–object agreement and tense with increasing control
* accurately spell common words used in the classroom and use their knowledge of sounds and letter patterns to spell unfamiliar words
* continue to reflect home-language features in their writing, on occasion.
 | At **Level B3 Achievement Standard** students:* communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types
* write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation
* demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader
* gather and present information appropriately in texts
* write texts that demonstrate some overall cohesion and coherence
* can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns
* generally, maintain appropriate tense throughout their texts
* discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts
* revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation and sentence structure
* present their writing appropriately, in print and digital forms.
 | A student in Year 3 – 6 who has achieved the B3 standard consistently in all three language modes will transition to the English curriculum when they are:* capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support
* sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum
* capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.

At the end of Year 6, students who are working within the B3 range transition to Pathway C in Year 7. Students who have achieved the B3 standard may transition to Pathway C or the English curriculum, depending on what is decided best for the individual student’s learning.Year 8 students must transition to Pathway C at the end of the year. |
| **Examples of student work:** | B3 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/B3-Writing.aspx)[TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task |

To view the content descriptions, elaborations and the achievement standards for the B levels, visit the VCAA website – [Pathway B: Mid immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)