**Pathway B Level B3 Speaking and listening**

**Imaginative text - Role-playing Peter and the Wolf (1)**

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| **Student information**  | The student was born in the Congo and is eleven years and one month old. The main language spoken at home is Swahili. She had no previous experience of schooling before arriving in Australia. She has been in Australia for one year and eleven months and spent all but one month of this time in school. She completed Year 4 in an English language school and is currently in Year 5. |
| **Task**  | Students have studied a range of multicultural stories and read picture books and radio scripts in learning activities such as modelled, shared and independent reading. They watched a movie of *Hansel and Gretel* and listened to a recording of *Peter and the Wolf*. Students then made puppets based on their learning. In this task students are required to describe their puppet, explain how it was made and then retell a story in groups using their puppets. The teacher was assessing the student’s ability to: * use descriptive language, prepositions, correct use of verbs and article
* follow short instructions and answer relevant questions, including understanding adverbial phrases of place and location
* use time markers and beginning use of more complex language using conjunctions, e.g. because when

The student being assessed is having a conversation with her peers. The words spoken by the student being assessed are in **bold**. The words spoken by the other students are in *italics*.  |

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| **Time**  | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:06-0:59 | *How did you make your puppet?***I got some white paper and blue paper, and then I got some glue and I got pencils and textas and then I drew my paper, my bird. And then I got some pencils and then I drew the wings, and I got some glitters and feathers.***How are your puppet looks like?***Um, looks like a bird. He has colourful feathers and blue wings.** *Which puppet do you like the best, and why?***Ah, I like the, um, wolf because the wolf has like sharp teet, teeth, and then that’s why l like the wolf.** | * Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401)
* Self-correct and improve aspects of pronunciation that impede communication, and focus on correction [(VCEALL423)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL423)
* Use longer descriptive phrases [(VCEALL417)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL417)
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| 1:00-3:13 | **One day Peter went out of the garden. Then Peter saw the bird and the duck fighting.***Why you can’t swim? Why you can’t fly?* **Then Pe, the grandpa came outside.** *“Peter, what are you doing here?”***“Oh, I’m just looking at the nice birds and weather.”** **Then Grandpa came outside.** *“Peter, what are you doing here? I told you go inside to home.”***“Grandpa, we have a surprise for you. We got the wolf.”***“Oh you, you got the wolf? I’m glad you do that, and I called the hunters. Hunter, can you please come to my home?”***“Sure, we can come.”** **“Oh, there’s a wolf here. We can help you with this.”****So the hunters took the wolf to the zoo. Then they left the wolf to the zoo.***“Thank you, Mr Hunter.”***“You’re welcome.” Then when he got night and we got to, we heard the duck in the wolf’s tummy. Then the duck came out of the wolf’s tummy and run back to his pond.** *This is the stories.* *The end.* | * Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405)
* Assess the grammatical correctness of own utterances and attempt some self-correction [(VCEALL419)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL419)
* Understand increasingly de-contextualised and more complex spoken language [(VCEALC405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC405)
* Self-correct and improve aspects of pronunciation that impede communication, and focus on correction [(VCEALL423)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL423)
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| **Overall, this student can also:** * Initiate and participate in casual exchanges and in learning contexts [(VCEALC404)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC404)
* Adapt speech to suit a variety of registers [(VCEALL413)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL413)
* Use appropriate sequence markers [(VCEALL414)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL414)
* Use basic and some complex verb forms accurately [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416)
* Use pronunciation and a range of non-verbal features to convey meaning and enhance communication [(VCEALL422)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL422)
 | **Possible next steps for this student’s learning:** * Using intonation to clearly differentiate between direct and indirect speech, including the use of expression and volume [(VCEALL422)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL422)
* Providing more details or information in speech to clarify and elaborate on aspects of the retell [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401)
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| This student’s performance in this task suggests that she is working within the range of Level B3 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 B3, consolidating B3 or at the B3 standard in Speaking and listening. At **beginning Level B3** students**:*** 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 but are still drawing on limited language resources 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
* engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas.

At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)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 pronunciation, stress and intonation
* 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.
 | **Pathways and transitions considerations:** Assuming that this Year 5 student is consistently demonstrating the final achievement standard in Pathway B (Level B3) in the other two language modes, she will need to demonstrate that she is also consistently working at the achievement standard in Speaking and listening in order to transition to the English curriculum. She will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support. She will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum. She will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increases. |