**Pathway C Level C1 Speaking and listening**

**Informative text- Describing the human digestive system (1)**

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| **Student information**  | The student was born in Afghanistan and is thirteen years and eight months old. He has been Australia for eight months. His first language is Dari. He also speaks Pashtu although he cannot read and write in Pashtu. The student attended school for five years in Pakistan where Dari was the language of instruction. He has missed two years of age equivalent schooling. He attended a weekly English class in Pakistan for a short time before he came to Australia and had some very basic English when he began attending an English language school. He is currently in a Year 7 class at the 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
* conjunctions 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:** |
| 0:06-1:43  | 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. And then you have to match that organ with the names on the right-hand side, okay? **Yeah.**Do you understand everything?**Yes.**Okay. Alright, can you move, turn your chair and we’ll start, okay? Listen for my instruction. Don’t start yet. Okay, first one, are we ready?**Yes.**First one. This organ is just below the mouth. It squeezes food down and delivers it to the stomach. This organ is just below the mouth. It squeezes food down and delivers it to the stomach. Drag that organ to the right position on the chart. | * 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)
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| 1:44-2:50 | Can you explain how an apple is digested in our body?**When you start eating they broke by teeth and tongue, then they pass by oesophagus through the stomach, mixed with acid and more than water delivered. It passed through the small intestine. It’s then mixed, it mixed, oh no, sorry, it absorbed nutrients by bloodstream to all body. It cannot absorb with small intestine, they passed to large intestine it, [inaudible] absorbed water. Solid waste they can’t absorb, it go to the rectum. And when, and then rectum ready for push out, it go to anus and then they push out of the body.** | * Negotiate transactions for different purposes [(VCEALC545)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC545)
* 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)
* 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)
* 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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| 2:51-3:49 | So can you tell me, I didn’t get it, what is ‘pushed out’?**Solid waste.**So where did, where do you think the solid wastes come from?**It come from all large intestine.**Okay, right. What is this organ?**That’s [inaudible].**What does it do?**Liver, the pancreas and gall bladder, it all help to absorb nutrient and broke down the bad, to the digestive process.**Okay, so you are saying liver here. Where is the gall bladder?**The gall bladder this one, number four.**And what is this one?**That’s stomach.**Very good. What about this organ?**Me that, oh, pancreas.**So they all help to…**To absorb nutrients.**Absorb nutrients…**Yes.**And then send all the nutrients to the blood stream.**...stream, yes.**Well done. Thank you. | * 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 words from lexical sets related to communicative need, interest, experience or learning [(VCEALL564)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL564)
* Employ non-verbal strategies to elicit support from the listener [(VCEALA553)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA553)
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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)
 | **Possible next steps for this student’s learning:** * Delivering a structured, short talk explaining the digestive system, including the introduction, body and conclusion [(VCEALL557)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL557)
* 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)
* Recording the presentation and discussing things done well and areas for improvement [(VCEALA594)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA594)
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| This student’s performance in this task suggests that he 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. |