**Pathway C Level C2 Speaking and listening**

**Imaginative text- Role-playing a homeless person (1)**

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| **Student information** | The student is fourteen years old and in Year 9 in a secondary school. He comes from Afghanistan and speaks Dari as his first language as well as Urdu. He has had interrupted schooling as he and his family moved from Afghanistan to Australia via Pakistan. He attended lower primary school in Pakistan where Urdu was the language of instruction. He has been learning English since he arrived in Australia four years ago. He attended an English language school for a year and has attended mainstream secondary school for three years. |
| **Task** | This assessment task required students to role-play a homeless person. This activity was part of a class unit of work on the theme of ‘Homelessness’. The teaching cycle included a variety of speaking, listening, reading and writing tasks involving a range of texts and activities on different aspects of the topic. The students prepared for the presentation by reading the novel *A Simple Gift* by Steven Herrick which explores the nature of and attitudes towards homelessness. Students watched a video interview of a homeless person and had a class discussion. They used a radio interview from a website as a model for writing their own scripts. The students were permitted to use cue cards as prompts for their presentations.  The presentation of their story was followed by questions from their classmates related to the experiences of the character portrayed in the role-play.  In this task the teacher is seeking to assess how well the students can structure sentences in their spoken presentations, use new vocabulary they have learnt from their reading, understand questions they are asked and use intelligible pronunciation. The students are required to:   * present a short prepared formal talk of at least three minutes using cue cards for support * take part in a role play * use simple modelled language in appropriate contexts * uses pauses to make extended utterances intelligible * uses eye contact appropriately.   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:** |
| 0:06-3:25 | Okay, so what we’re going to do today is each of you are going to come up here and you’re going to give your speech on the homeless person and the character that you’ve created, and then what I’ll be doing is asking you questions based on that character. So think about what questions I’m asking before you answer, and just take time to think about what you’re going to say before you do, alright?  **Hi, my name’s Max, I am 14 years old. My father kicked me out from home. Mum, oh, I live at Sydney and I came to Melbourne. I live by my, I live with myself. My level, the first time my level was very good, my father, my mum loved me. And one day I asked my dad, “Can I have money?” He said, he said, “Why?” I said to him, “Can I have money? I need to go with my friends.” He said, “No,” and after that he slapped me in my face. My mum came, my mum came, my mum came and asked me what happened and I was, told my mum, “Oh, my dad slapped me.” My mum went to my dad, told, told my, my dad told my mum he need money and they talk, talk, talk, talk, and after that they went upstairs. And after that I stole, I stole my dad’s wallet and run away from home. And I came to Melbourne. I came to Melbourne, first night I went to KFC. I find some scrap foods, foods. And one girl came to me. She said, “What are you doing here?” I told, I said to her, “I am a home, homeless person,” and after that she helped me to find foods, to get a place to, where to live. And I was sleeping at a bus stop. One night cops came to me and the cops wake me up. The cops waking me up and the cops said, “What are you doing here?” And the cops, I told the cops, “I am a homeless people, I am a homeless person.” And the cops help me to take the trains to police station and there they said to me, “Oh, you can sleep here for night and you can go tomorrow.” After that, after that I was looking for, I was looking for food pers… to live somewhere, shelter to shelter. And my mum, my mum and my dad came to Melbourne. They ask my friends, “Where’s Max?” And they ask my friends, “Where’s Max?” and they told, “He’s in Melbourne.” And after that my mum and my dad came to Melbourne and they said, ah, they, to find me. My mum saw me at Flinders Street. She called me, “Max, Max.” I thought, “That’s my mum.” I looked behind me, I saw my mum. I ran to her and my dad. My dad was standing near, near to my dad, to my mum. After that I, my dad said to me, “I’m sorry.” We went back home with my family.** | * Use pronunciation and some non-verbal features to support communication [(VCEALL630)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL630) * Use a range of verb forms with increasing accuracy [(VCEALL626)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL626) * Use simple time and sequence markers to connect ideas in speech [(VCEALL623)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL623) * Use topic-related compound words to extend vocabulary [(VCEALL629)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL629) | |
| 3:26-4:37 | Alright, so Max?  **Yeah.**  You said your family was a very loving family?  **Yeah.**  Why did you steal money and run away from them?  **Ah, because my dad, I was so small, I was 14 years old and my friend told me, “Get money from your dad. We can go camping.” And after that my father didn’t give me, he said, “You’re too small for money.” And after that, and my mum came, and yeah.**  And how did you get to Melbourne?  **One of my, one of friend, his dad help me to get in Melbourne. He was like kind of drunk and that, and he said, “Oh, do you know how to use credit?” I said, “No.” And he, he showed me how I took some money from my, my dad’s credit, and I came to Melbourne**.  Okay, and the last question is, how did people treat you when you were homeless? What did people on the street [overtalking]?  **Ah, one day it was sort of raining, and my dress was like so yucky, and the guy said, “Get lost from here.” You know, you know how family and that, they feel me right, really sad, and yeah.**  Okay, thank you. | * Interact effectively with some confidence with a range of interlocutors [(VCEALA617)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA617) | |

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| **Overall, this student can also:**   * Present a short, prepared formal talk on a researched topic, using notes and props [(VCEALC616)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC616) * Use subject–verb–object pronoun pattern correctly [(VCEALL625)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL625) | **Possible next steps for this student’s learning:**   * Providing a list of cohesive devices to link ideas in speech [(VCEALL624)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL624) * Practising the */d/* sound at the ends of words [(VCEALL631)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL631) * Developing personal word lists to build vocabulary [(VCEALA621)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA621) * Using, revising and practising new vocabulary regularly [(VCEALA621)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA621) * Completing a self-assessment and reflecting on things done well and areas for improvement [(VCEALL631)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL631) * Recording presentations and discussing them as a class [(VCEALC616)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC616) * Discussing the use and importance of non-verbal communication strategies when delivering an oral presentation [(VCEALA618)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA618) |
| This student’s performance in this task suggests that he is working within the range of Level C2 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 C2, consolidating C2 or at the C2 standard in Speaking and listening.  At **beginning Level C2** students**:**   * can respond to a short sequence of instructions and questions related to classroom activities and immediate social and familiar topics with scaffolding * will have gained the confidence to initiate giving information or assistance, and attempt to use the language creatively beyond set formulaic expressions for well-rehearsed tasks, such as describing ideas or objects, or giving an impromptu talk or story on a familiar topic, although they may still make mistakes * demonstrate an awareness that language changes between social and formal contexts, including academic registers in the classroom and across the curriculum, although they might not yet be able to use the registers effectively.   At **consolidating Level C2** students:   * attempt to use their growing repertoire of language in classroom situations to express ideas in relation to subject matter, verbalise the thinking processes related to abstract ideas and problem solving, and contribute to, and interact with, groups to arrive at a joint conclusion * have begun to develop a language for talking about language, including cultural differences related to communication, and appropriateness of forms of politeness according to context * have begun attempts to vary the modality of utterances appropriate to context (for example, would/could/can), and a diversified range of vocabulary to convey the same idea (for example, pretty, nice, beautiful) * can generally cope with oral discourse that includes increasing amounts of colloquial language, although a lack of awareness of cultural references might still impact a student’s ability to understand meaning in many cases.   At [**Level C2 Achievement Standard** students:](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)   * use simple but effective strategies for initiating communication and negotiating meaning * communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding * extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary, with support in academic contexts * use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas, with support * use some standard expressions to express views and attitudes * demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences. | **Pathways and transitions considerations:**  A Year 9 student who is working within the range of Level C2 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. |