**Pathway C Level C2 Speaking and listening**

**Imaginative text- Role-playing a homeless person (2)**

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| **Student information** | The student is almost fifteen years old and has been in Australia for four years. She is from Liberia, where she spoke Liberian English and Kisi. She attended school to Year 5 in Liberia, where English was used at school. She entered mainstream schooling when she first arrived in Australia without attending an English language school. She is now in Year 9. |
| **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. They watched a video interview of a homeless person and had a class discussion. The students 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 * use pauses to make extended utterances intelligible * use 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:** |
| 0:00-4:02 | 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 is Anita, and am I’ve been homeless for the past three years now. I have been homeless um for the past three years now. Sorry. It’s terrible for a young person like me to be homeless. Before I was living with my mother. Use to ah, she used to hit me when she was drunk. Sometimes she doesn’t know what she’s doing. My mother was um abu, abusive and keeping hit me. Life was very difficult for me and understand, to understand. One day she become frustrated and got drunked. She hit me with the bottle in my head, and then I start bleeding. So I decided to leave her house before I die in her hands. I lived in Westall Station carriage, stealing left-over food, MacDonald’s. I become, I become a friend with a girl named Marley. She’s, she’s drunked too. She drink alcohol all the time. One day I find her outside but I was scared to go and, to go and say hi to her, ask her. But one day she come up to me and then, with a bottle of alcohol, and then she ask me, “What’s wrong?” Well yeah, she was actually drunk and she doesn’t know what she’s talking. But I ask her, I said, “I’m homeless.” I told her that I’m a homeless person. So um she said, “Okay.” Marley looked at me, um there’s this guys saw me one day sitting down with my friends, and then she look at me and she said, “That guy is looking at you. You should go up to him and talk to him and ask him what’s wrong.” Um I went up to him and said, and ask him, “What’s wrong?” And the guy said he likes me, and then he ask me for how many years I’ve been living in this place. I told him that I’ve been living in here for the past two years now, till I made this friend called Marley, and he said, “Okay.” But this guy comes from a rich family, she help me from, getting away from problems. And he asked me to come with him to his house but I refused, and all my friends look at me and then they blinked and then they said I should go. So I went to his house and then um he said, he says to come in. Well first I was scared to go in because the house inside is like a mansion. A homeless person like me never been that house before, so he pulled me and then I went in, I went in, and then I sat down, and then he make a coffee, ah sorry, tea, and then he give it, he give it to me and then I sat down. And then he ask me, he ask me where’s my family and I told him that I leave my family’s house. My dad didn’t care about me, my mum didn’t care about me. I said, “All the time she get drunked, she doesn’t know what she’s doing so I leave her house.” And that’s how we fell in love with other and then he held me for my problems.** | * 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 a range of cohesive devices to link ideas [(VCEALL624)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL624) * Use topic-related compound words to extend vocabulary [(VCEALL629)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL629) | |
| 4:03-5:28 | Yeah, so Anita, can you tell me how people treated you when you were homeless? What did they think of you?  **They think of me like, I’m a person with nothing. So as all the time they see me walking the street, they um, they keep saying these terrible things to me and because, it’s because their life is um is good, my life is not good so they taken, they think that I’m not in, I’m in a different world so they in a different world. So I can’t compare them to that stage.**  And how did you find food? How did you find food before you found Marley?  **Um. I went to MacDonald’s left-over before where, I went there when I finish it, then I find her there.**  Okay, and what happened to Marley after you met Michael?  **She was still in the um Westall Station, but then after that I went up to her and ask her if she want to come and live with my and if she said yes. And then I take, I took her, and then I took her with me and then we live together.**  Okay, thank you.  **You’re welcome.** | * Use pronunciation and some non-verbal features to support communication [(VCEALL630)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL630) | |

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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) * Developing personal bilingual word lists to build vocabulary; provide regular opportunities for students to use and revise their lists [(VCEALA621)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA621) * Practising using tense consistently when speaking [(VCEALL626)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL626) * Learning about gerunds, for example, *She kept walking* [(VCEALL626)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL626) * Asking student to complete a self-assessment and reflect 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 she 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**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10) students:   * 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. |