BRIEF DESCRIPTION OF TASK:
To create and present a book talk and reflection on how stories have influenced us and the role of literature within our lives.

GENRE AND PURPOSE: Personal Recount

SUBJECT MATTER AND TASK INSTRUCTIONS:
In your English studies at the beginning of this term on literature and how it is something that can influence our lives in many ways. It can show us the right way or the wrong way to deal with a situation, teach us something about ourselves, or teach us about our place in the world. Books can create memories and experiences which last a lifetime. You will reflect on stories that have been important in your life so far and why they have made an impression on you. The stories can be as simple as a picture book and as complex as a series of novels. You need to focus on three different stories and how they have been a part of your life.

Your task is to write and deliver a 3-4 minute speech. You will be marked both on the effectiveness of your written reflections, as well as on the effectiveness of your spoken delivery.

COMMON CURRICULUM ELEMENTS (CCES):
Choose relevant CCE’s from Bloom’s taxonomy

<table>
<thead>
<tr>
<th>State your opinion</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>Discuss</td>
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</tbody>
</table>

RESULTS and COMMENTS:
ROLES AND RELATIONSHIPS: Connection to literature throughout life.

**MODE:** Written and Spoken

**MEDIUM:** In-class presentation

**TASK LENGTH:** 3-4 minutes

**ASSESSMENT CONDITIONS:** Prepared

**PRIOR NOTICE GIVEN:** At least 3 weeks’ notice of the task.

**FEEDBACK:** Written draft/Conferencing

**TASK STEPS OR CHECKPOINTS:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Approx. Time</th>
<th>Teacher Initials</th>
</tr>
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<tbody>
<tr>
<td>Step 1 Plan and Brainstorm</td>
<td>1 week</td>
<td></td>
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<tr>
<td>Step 2 Completion of draft conferenced with teacher</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>Step 3 Drafting and Implement Feedback</td>
<td>1 - 2 weeks</td>
<td></td>
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<tr>
<td>Step 4 Final Copy</td>
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**AUSTRALIAN CURRICULUM DESCRIPTORS:** Students are able to

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas.
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

**AUTHENTICATING STATEMENT**

I acknowledge help from: Yes No

- My parents/guardians
- A teacher
- A tutor

I have referenced material from: Yes No

- Print resources
- Electronic/technological resources
- Human resources

Unless acknowledged above I declare this work is my own.

Signed ____________________________ Date ____________________________
<table>
<thead>
<tr>
<th>Productive modes</th>
<th>Comprehension and Analysis</th>
<th>Ideas and information in texts</th>
<th>Text structures</th>
<th>Language features</th>
<th>Spoken Communication</th>
<th>Written Communication</th>
<th>Use of ideas and information to state an opinion</th>
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<tbody>
<tr>
<td>Evidence of speaking, writing and creating</td>
<td>Discerning selection, organization and synthesis of a variety of relevant ideas and information for the purpose and audience of a personal recount.</td>
<td>Effective selection, organization and synthesis of a variety of relevant ideas and information for the purpose and audience of a personal recount.</td>
<td>Selection, organization and synthesis of a variety of relevant ideas and information for the purpose and audience of a personal recount.</td>
<td>Selection and combination of ideas and information for the purpose of a personal recount.</td>
<td>Use of some aspects of the reflective speech text structure, but with limited purpose or effect.</td>
<td>Use of ideas and information to state an opinion.</td>
<td></td>
</tr>
</tbody>
</table>

### Discerning use of the reflective text structure to achieve purpose and effect
- An engaging introduction
- Cohesive devices show connection between ideas and how they relate to the overall topic
- The sequencing of text and sentences within and between paragraphs is logical and coherent
- A clear and reasoned explanation of the connection to the text and why it is important.

### Effective use of the reflective speech text structure to achieve purpose and effect
- A clear introduction
- Appropriate connections between ideas
- The sequencing of text and sentences within and between paragraphs
- An explanation of the connection to the text and why it is important.

### Use of the reflective speech text structure to achieve purpose and effect
- An introduction that is clear in some respects
- Connections between ideas, but links are mostly tenuous
- Sequencing of text structures within sentences or paragraphs
- A limited explanation of connection to the text.

### Written features
- Spelling
- Paragraphing
- Punctuation

### Written features
- Spelling
- Paragraphing
- Punctuation

### Effective use of a variety of textual and language features to achieve purpose and effect:
- Effective use of the reflective text structure to achieve purpose and effect including:
  - Discerning selection, organization and synthesis of a variety of relevant ideas and information for the purpose and audience of a personal recount.
  - Effective use of the reflective speech text structure to achieve purpose and effect including:
    - A clear introduction
    - Appropriate connections between ideas
    - The sequencing of text and sentences within and between paragraphs
    - An explanation of the connection to the text and why it is important.

### Use of textual language features that vary in suitability:
- Effective use of a variety of textual and language features to achieve purpose and effect:
  - Effective use of the reflective speech text structure to achieve purpose and effect including:
    - A clear introduction
    - Appropriate connections between ideas
    - The sequencing of text and sentences within and between paragraphs
    - An explanation of the connection to the text and why it is important.

### Some control of non-verbal techniques:
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Sustained and purposeful control of non-verbal techniques:
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Some control of non-verbal techniques:
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Effective use of non-verbal techniques which fails to sustain audience attention
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Ineffective use of non-verbal techniques which fails to sustain audience attention
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Use of aspects of the reflective speech text structure, but with limited purpose or effect.
- Use of aspects of the reflective speech text structure, but with limited purpose or effect.

### Use of textual and language features that impede meaning:
- Effective use of a variety of textual and language features to achieve purpose and effect:
  - Effective use of the reflective speech text structure to achieve purpose and effect including:
    - A clear introduction
    - Appropriate connections between ideas
    - The sequencing of text and sentences within and between paragraphs
    - An explanation of the connection to the text and why it is important.

### Written features
- Spelling
- Paragraphing
- Punctuation

### Written features
- Spelling
- Paragraphing
- Punctuation

### Some control of verbal techniques:
- Pronunciation
- Intonation
- Volume

### Sustained and purposeful control of verbal techniques:
- Pronunciation
- Intonation
- Volume

### Effective selection, organization and synthesis of a variety of relevant ideas and information for the purpose and audience of a personal recount.
- Effective use of the reflective speech text structure to achieve purpose and effect including:
  - A clear introduction
  - Appropriate connections between ideas
  - The sequencing of text and sentences within and between paragraphs
  - An explanation of the connection to the text and why it is important.

### Effective use of a variety of textual and language features to achieve purpose and effect:
- Effective use of the reflective speech text structure to achieve purpose and effect including:
  - A clear introduction
  - Appropriate connections between ideas
  - The sequencing of text and sentences within and between paragraphs
  - An explanation of the connection to the text and why it is important.

### Use of some aspects of the text structures of the reflective recount to achieve some purpose, including:
- An introduction that is clear in some respects
- Connections between ideas, but links are mostly tenuous
- Sequencing of text structures within sentences or paragraphs
- A limited explanation of connection to the text.

### Use of textual language features that impede meaning:
- Effective use of a variety of textual and language features to achieve purpose and effect:
  - Effective use of the reflective speech text structure to achieve purpose and effect including:
    - A clear introduction
    - Appropriate connections between ideas
    - The sequencing of text and sentences within and between paragraphs
    - An explanation of the connection to the text and why it is important.

### Inconsistent use of non-verbal techniques
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

### Ineffective use of non-verbal techniques which fails to sustain audience attention
- Stance
- Gesture
- Eye contact / use of notes
- Pace and Pause

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