OVERVIEW
During this unit of work we have watched the movie “Gallipoli” in order to gain an understanding of the life of a soldier during World War I. “Gallipoli” is a compelling story of friendship and adventure between two Australian soldiers, Archie and Frank, in 1915. They cross continents and great oceans, climb the pyramids and walk through the ancient sands of Egypt to join their regiment at the fateful battle of Gallipoli. It is at Gallipoli beach where both characters face their extraordinary destiny as they confront the German allied Turks.

TASK
As a student at St Joseph’s Nudgee College, you have been asked to speak at the annual ANZAC Day ceremony. You will need to speak for 3 to 5 minutes providing information about the ANZACS, what life was like during the war and how we, as fellow Australians, will never forget their sacrifice for this great country. This is to be a prepared speech and you may use one single sheet of paper with dot points to speak from. Remember if you read from this sheet you will lose the interest of your audience. You must also provide your teacher with a copy of these notes before you speak.

AUDIENCE
Teacher, Peers, Self

PRESENTATION
Oral presentation

CONDITIONS
LENGTH: 3-5 minutes

DATE GIVEN: ________________
DRAFT DUE: ________________
SCRIPT DUE (including Student Cafe and Turn It In): ________________
HOME AND CLASS TIME WILL BE USED

RESOURCES
You will watch the film, ‘Gallipoli’ in class
Use the gold sheet: ‘How to write a speech’ to help you structure your speech
Additional research on the topic can be done using library resources (e.g. internet or books).
**CRITERIA ASSESSMENT FOR “Eulogy” TASK**

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<th>CRITERION</th>
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<tr>
<td>1. Knowledge of Contextual Factors</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *substantiating opinions with relevant evidence *controlling appropriate roles and relationships *Selecting and analysing highly relevant subject matter *Explaining information, ideas and arguments with analysis and evaluation</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *supporting opinions with relevant evidence *using appropriate roles and relationship *Selecting sufficient, relevant subject matter * Explaining information, ideas and arguments with some analysis and evaluation</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *supporting opinions with some evidence *in the main, using appropriate roles and relationships *Selecting relevant subject matter * Explaining information, ideas and arguments with some analysis</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *supporting opinions with a little evidence *sometimes using appropriate roles and relationship *Selecting some relevant subject matter * Explaining some information, ideas and arguments</td>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context &amp; social situation by: *Stating opinions *Occasionally using appropriate roles and relationships *Selecting some subject matter</td>
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<td>2. Knowledge of Textual Features</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Consistently sequencing &amp; organizing subject matter during the presentation *Consistently using cohesive ties to link ideas during the presentation *Using a range of suitable vocabulary during the presentation *Controlling spoken features that contribute to meaning: - pronunciation, audibility, clarity, pace, volume and pausing for emphasis *Controlling nonverbal features that contribute to meaning: - facial expression, stance, movement, gestures and proximity</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Sequencing &amp; organizing subject matter during the presentation *Usually linking ideas with cohesive ties during the presentation *Using suitable vocabulary during the presentation * Using, with some success, spoken features that contribute to meaning: - pronunciation, audibility, clarity, pace, volume and pausing for emphasis * Using, with some success, nonverbal features that contribute to meaning: - facial expression, stance, movement, gestures and proximity</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *In the main, sequencing &amp; organizing subject matter during the presentation *Sometimes linking ideas with cohesive ties during the presentation *In the main, using suitable vocabulary during the presentation * Using spoken features that contribute to meaning: - pronunciation, audibility, clarity, pace, volume and pausing for emphasis * Using nonverbal features that contribute to meaning: - facial expression, stance, movement, gestures and proximity</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *Unevenly sequencing &amp; organizing subject matter during the presentation *Making lapses in linking ideas during the presentation *Using basic vocabulary during the presentation * Using some spoken features that contribute to meaning: - pronunciation, audibility, clarity, pace, volume and pausing for emphasis * Using some nonverbal features that contribute to meaning: - facial expression, stance, movement, gestures and proximity</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes &amp; audiences by: *During the presentations, linking some ideas with conjunctions *Using a narrow range base vocabulary during the presentation *Using a narrow range of spoken features that contribute to meaning: - pronunciation, audibility, clarity, pace, volume and pausing for emphasis *Using a narrow range of nonverbal features that contribute to meaning: - facial expression, stance, movement, gestures and proximity</td>
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<td>3. Knowledge &amp; understanding of Texts</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Shaping an accurate representation of people, places, events &amp; concepts during the presentation *Effectively identifying using cultural assumptions, attitudes, values &amp; beliefs during the presentation *Making appropriate language choices during the presentation to invite readers to take up positions in relation to the formal genre of the speech</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Shaping a representation of people, places, events &amp; concepts during the presentation *Identifying using cultural assumptions, attitudes, values &amp; beliefs during the presentation *Making language choices that generally invite readers to take up positions in relation to the formal genre of the speech</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Unevenly shaping a representation of people, places, events &amp; concepts during the presentation *Unevenly identifying using cultural assumptions, attitudes, values &amp; beliefs during the presentation *Making language choices that sometimes invite readers to take up positions in relation to the formal genre of the speech</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Sometimes shaping a representation of people, places, events &amp; concepts during the presentation *Sometimes identifying using cultural assumptions, attitudes, values &amp; beliefs during the presentation *Making some inappropriate language choices during the presentation</td>
<td>The student has demonstrated knowledge of how texts are interpreted &amp; constructed by: *Occasionally recognizing/shaping representations of people, places, events &amp; concepts during the presentation *Occasionally identifying some attitudes &amp; beliefs during the presentation *Making a number of inappropriate language choices during the presentation</td>
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