

Approach: Team
 Focus: Reciting and orating
 Resources: None

Year: 4 & 8

Questions / instructions:

We all have a place that is very special to us. We also have reasons why this place is so special.

In this activity, which is called 'My Place', each of you is going to give a talk to the rest of the group about a place that is very special to you. You will need to think about the place that is special to you, and the reasons why it is special. Before we start, you can have a little time to think about your special place.

Allow time.

Now it's time for telling the others about your special place. Each person can talk for up to two minutes, or longer if you want. Try to give a really interesting talk for us to listen to. We will start with [Student 1].

Have each student give their talk.

(Student 1, Student 2, Student 3, Student 4)

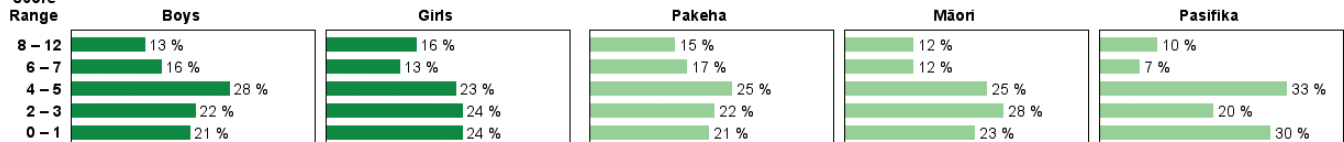
It is not necessary for the child to speak for a particular length of time, but if they go on for too long, politely bring closure.

		% response 2008 ('04)		% response 2008 ('04)		
		year 4	year 8	year 4	year 8	
Relevance of comments to topic:	strong	21 (27)	25 (40)	Communication of personal feeling about place:		
	moderate	67 (60)	63 (53)		strong and explicit feeling	6 (8) 11 (12)
	weak	12 (13)	12 (7)		implicit tone conveyed	22 (20) 26 (34)
Clarity of individual comments: <i>(extent to which listener can picture these aspects/content of message/feeling/picture)</i>	strong	11 (18)	15 (24)	little/some feeling conveyed	42 (32) 41 (41)	
	moderate	51 (40)	54 (57)	very weak	30 (40) 22 (13)	
	weak	38 (42)	31 (19)	Overall effectiveness in creating a vivid, interesting place: <i>(rich language throughout)</i>	very strong	1 (6) 2 (5)
Coherence of whole presentation: <i>(does it all hang together)</i>	strong	13 (20)	16 (24)		quite strong	11 (14) 16 (19)
	moderate	49 (42)	52 (56)		moderate	33 (22) 38 (39)
	weak	38 (38)	32 (20)	weak	55 (58) 44 (37)	
				Total score:		
				8-12	14 (20) 21 (30)	
				6-7	15 (13) 18 (21)	
				4-5	26 (17) 25 (26)	
				2-3	23 (21) 17 (13)	
				0-1	22 (29) 19 (10)	

Subgroup Analyses:

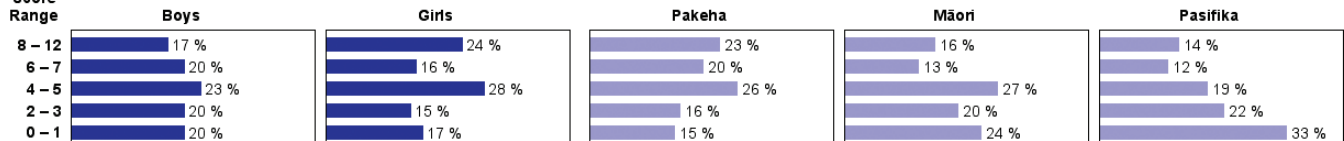
Year 4

Score Range



Year 8

Score Range



Commentary:

There was a wide range of performance on this task at both year levels. Differences among the subgroups were small, particularly for year 4 students. Between 2004 and 2008, the range of performance narrowed a little for year 4 students, while there was a moderate decline in average performance among year 8 students.