

Task 3: Picture Book & Pitch

Due Date: Thursday 4th September 2025 (Week 7)

Task Distributed: Week 5 Term 3

Unit: The Digital Child

Task Type: Hand in Assessment (Online and printed in colour)

Task Weighting: 20%

Outcomes: CS5-4, CS5-5, CS5-9

Task Description

This task will involve students creating their own picture book which is to be targeted to a particular age group within 5-8 years of age. This task will also require students to justify certain aspects of the book within a written book pitch. This task has been broken up into three parts; Part 1 - Create a Picture Book, Part 2 - Book Pitch and Part 3- Present your book to Kindergarten students. Students can complete Part 1 as either an individual or a group of 2-3, they may also choose how they wish to create their book eg. online via a storybook website (Fliphtml5, Storyjumper, Mystorybook.com, Canva etc) OR create a hard copy of their storybook (students will need to use their own resources).

PART 1 - CREATE A PICTURE BOOK - 10 marks - Due Tuesday 31st August 2023

- The picture book must be of at least 10 pages in length (not including front/back cover)
- The picture book can either be a concept book, anthropomorphic (animal) book, or a realistic book
- The story should be relevant to 5-8 year olds
- Your storybook should have; an obvious title/theme, a logical sequence of events, a plot that encourages you to turn the page, illustrations which are relevant to the text, a narrative/theme which has language appropriate for your targeted age group and a coda.

PART 2 - WRITE A BOOK PITCH - 10 marks + 5 marks literacy - Due Tuesday 31st August 2023

- The book pitch is to be written individually (even if you did part 1 in a group)
- 500 words (+/- 10% - this means you need to write somewhere between 450 -550 words)
- The book pitch is to be written using persuasive language as you are justifying why a publisher should take on your book
- The book pitch should answer the following questions:
 - Describe the theme/concept of your book (what is the story about)
 - Explain the learning messages which your book contains
 - Justify why this book is suitable for the age group.

PART 3 - PRESENT YOUR BOOK - Achieved/Not Achieved - This will take place in Approx Week 9 of Term 3

- Students will be visiting GyMEA North Public School in Week 9 of this Term (date TBA). Whilst there, students will need to present, read and share their book with Kindergarten students.
- A result of Achieved or Not Achieved will be allocated for this part.

Marking Criteria

| Part 1 - Criteria | Mark |
|---|---------------|
| <p>Book is at least 10 pages in length (not including front/back cover) and title is clearly displayed</p> <p>Story has an obvious title which depicts the theme</p> <p>Story shows great creativity and has a logical sequence of events</p> <p>Narrative/theme includes language which is appropriate for the targeted age group</p> <p>Strong connections between illustration and the text</p> <p>Plot which keeps reader engaged and encourages them to turn the page</p> | 9 - 10 |
| <p>Book is at least 10 pages in length (not including front/back cover) and title is clearly displayed</p> <p>Story has an obvious title which depicts the theme</p> <p>Story shows creativity and has a logical sequence of events</p> <p>Narrative/theme includes language which is appropriate for the targeted age group</p> <p>Clear connections between illustration and the text</p> <p>Plot which keeps reader engaged and encourages them to turn the page</p> | 7 - 8 |
| <p>Book is at least 10 pages in length (not including front/back cover) and title is clearly displayed</p> <p>Story has a title which attempts to depict the theme</p> <p>Story shows some creativity and has a logical sequence of events</p> <p>Narrative/theme includes language which is appropriate for the targeted age group for the majority of the story</p> <p>illustration is relevant to the text</p> <p>Plot line does show some thought was taken to attempt to keep the reader engaged</p> | 5 - 6 |
| <p>Book is at least 6 pages in length (not including front/back cover) and title is clearly displayed</p> <p>Story has a title which attempts to depict the theme</p> <p>Story has a logical sequence of events</p> <p>Narrative/theme includes language which is appropriate for children</p> <p>illustration is relevant to the text</p> <p>Plot line is limited and does not keep the reader engaged</p> | 3 - 4 |
| <p>Book is at least 4 pages in length (not including front/back cover) and title is clearly displayed</p> <p>Story has a title</p> <p>Narrative/theme includes language which is not appropriate for children</p> <p>illustration are not relevant to the text</p> <p>Plot line does not keep the reader engaged</p> | 0 - 2 |

| Part 2 - Criteria | Mark |
|--|---------------|
| <p>Book pitch uses strong persuasive language which clearly justifies why a publisher should take on your book</p> <p>Book pitch clearly describes the theme of the book</p> <p>An extensive explanation is given as to what learning messages are included in the story</p> <p>An outstanding justification is given as to why this book is suitable for the targeted age group</p> <p>Book pitch adheres to 500 words (+/- 10%) word limit</p> | 9 - 10 |
| <p>Book pitch uses persuasive language which clearly justifies why a publisher should take on your book</p> <p>Book pitch clearly describes the theme of the book</p> <p>A thorough explanation is given as to what learning messages are included in the story</p> <p>An clear justification is given as to why this book is suitable for the targeted age group</p> | 7 - 8 |

| | |
|---|--------------|
| Book pitch adheres to 500 words (+/- 10%) word limit | |
| <p>Book pitch shows an attempt to use persuasive language to justify why a publisher should take on your book</p> <p>Book pitch describes the theme of the book</p> <p>A sound explanation is given as to what learning messages are included in the story</p> <p>A justification as to why this book is suitable for the targeted age group is attempted</p> <p>Book pitch adheres to 500 words (+/- 20%) word limit</p> | 5 - 6 |
| <p>Book pitch has some information as to why a publisher should take on your book</p> <p>Book pitch has some information about the theme of the book</p> <p>A basic explanation is given as to what learning messages are included in the story</p> <p>A justification which has limited information about why this book is suitable for the targeted age group</p> <p>Book pitch does not adhere to the 500 words (+/- 10%) word limit</p> | 3 - 4 |
| <p>Book pitch has some information about the theme of the book</p> <p>Some information is given as to what learning messages are included in the story</p> <p>A justification is not given about why this book is suitable for the targeted age group</p> <p>Book pitch does not adhere to the 500 words (+/- 10%) word limit</p> | 0 - 2 |

| Part 3 - Criteria | Mark |
|---|---------------------|
| Student has successfully presented, read and shared their book with Kindergarten students | Achieved |
| Student did not present, read or share their book with Kindergarten students | Not Achieved |

| Literacy Outcomes | Elementary achievement You have: | Limited achievement You have: | Satisfactory achievement You have: | High achievement You have: | Outstanding achievement You have: |
|---|---|---|--|--|---|
| Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i> | Very limited response. Few content words used. | Only simple words are used. | Some precise and technical words are used. | Sustained use of precise and technical words. | Sustained, consistent and fluent use of precise and technical words. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i> | No evidence of correct sentence punctuation. | Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> | Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. | Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation. | Writing contains accurate use of all applicable punctuation. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i> | No clear evidence of sentences: a list of words OR text fragments. | At least one sentence is used correctly. Some meaning can be construed from the text. | Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures. | Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. | All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i> | No correct use of paragraphing; may be a block of text or random breaks. | Ideas are separated; paragraphs may contain some unrelated ideas. | At least ONE paragraph is well structured and develops an idea | Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively. | All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Text Structure <i>Uses features of the appropriate text type</i> | No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i> | Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type. | Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type. | Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type. | Coherent and controlled use of all the appropriate structural features of the text type. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |

| | |
|-------------------|---------------------------------|
| TOTAL MARK | Total Mark = / 25 |
|-------------------|---------------------------------|

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance

- **Describe** - Provide characteristics and features
- **Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Justify** - Make a judgement

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Students will submit their completed picture book via google classroom or hand in a hard copy. Part 2 will be submitted online via Google classroom.

Teacher Feedback

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through information provided on the notification.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

How does this link to my learning?

- It addresses students' application and involves demonstrating their knowledge and understanding throughout the course.
- Report Outcomes linked to this task include: RO2, RO3

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.