Stage 2 English

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Assessment Type 2: Creating Texts

Task One: Recount

TASK: Create a true or fictional recount of an event or time that has had a significant impact on your life. **Maximum length is 1000 words**.

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**DUE DATES:   
DRAFT- Friday 10th February (T1 Wk2) Email and Hard Copy To Mr. Djukic by 4pm  
Final Copy - Friday 17th February (T1,Wk3) Email and Hard Copy To Mr. Djukic by 4pm**

Recount writing reconstructs a series of events or experiences that happened one after the other.

The telling can be in chronological order, but it can also switch from past to present.

Recount writing is usually based on personal experience but can also be historical or imagined.

Recount is more than retelling. The series of events or experiences have to be carefully controlled in order for the writing to be effective and the overall idea or theme being explored needs to be clear.

**Structure**

* Orientation (who, where, when)
* Records of events (personal comments may be included) – what happened?
* Reorientation/Conclusion

**The Linguistic Structures and Features of a Recount**

* First person narrative, strong personal voice, monologue
* Past tense, a single event
* Orientation – to set the scene
* Use of dialogue, direct speech
* Use of senses to add detail and reveal feelings – sight, sound, smell, touch, taste
* Structure – Chronological or other, beginnings and conclusions, flashbacks
* Personal details and descriptive settings
* Can describe action from different angles
* Use of humour

**Process:**

1. **Watch** The TED Talks, MY:24 Episodes and others to gain inspiration around ‘moments of significant impact’.
2. **Brainstorm** what you would need and want to include in your recount. (real or fictional?)
3. **Begin** to write; do you orient the reader with who, where, when or wilfully disorient them to string them along?
4. **Write** a DRAFT, maximum length of 1000 words. **Self-check, Peer-check, Adult-check.**
5. **Submit** a draft via EMAIL and HARD COPY TO MR DJUKIC’S PIGEONHOLE.
6. **Make** changes to Draft, **submit** FINAL.

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| **EXAMPLE OF STRUCTURE: ‘Our trip to the Blue Mountain’** | |
| Orientation | On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colourful flowers and a tennis court. |
| Events | On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. |
| Reorientation | In the afternoon we went home. |

**Performance Standards:**

In this task you will be address assessed against the following performance standards:

KU2 Knowledge and understanding of ways in which creators of texts use **language features**, **stylistic features**, and **conventions** to make meaning.

Ap1 Use of language and stylistic features to create texts that **address the purpose, audience, and context**.

Ap3 Use of clear, accurate, and fluent **expression**.

**A Grade Criteria: (tick off what you include)**

**(KU2) Play with Language features**

* Opening words capture reader’s interest
* May use the first person
* Most often in the past tense, but may be in the immediate present for effect
* Vary sentences length: simple, compound or complex
* Short sentences increase tension; longer sentences provide contrast and detail
* Time words connect events (e.g. As soon as….; Eventually…; Then…; A few moments later…)
* Noun groups describe people and places (e.g. the noisy children playing in the park)
* May include reported or direct speech (He said …….)
* Stylistic Features: Follow a commonly accepted recount format or play with this for effect…
* Proofread Multiple Times: Yourself, a Peer, an Adult
* Multiple Drafts – before your Final Draft – ensuring you are clear and accurate in your writing.

**Performance Standards for Stage 2 English:**

**Creating Texts: Task One – Recount Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |