



Click to go to
Course Overview



Click to go
to
Profiles
Page



Recount Summative Task

Recount Common Task

Yr 8 M5

Teacher Email

cmckenzie@stjohns.sa.edu.au

Context:

To demonstrate knowledge of the recount structure and an understanding of how to reflect on experiences through writing.

Task Description: Type or copy your task description here.

Write a polished recount of an experience you have had, using the attached models for guidance. You must choose ONE of the following subjects for your recount:

- a memorable experience with an animal
- a significant “first” (such as your first day at school)
- something you feel guilty about having done

Read the handout of model recounts (“The Indian Dog” and “One Liar’s Beginnings”) to give you ideas and help you to structure your own writing.

These are also available on the class Webspace (see your teacher for the link to these).

<http://8englishcm.wikispaces.com/Recount+Summative+Task>

Draft Deadline

10/02/2014



Due Date

10/02/2014



Deadline Policy

All assignments must be handed in on time. This is an equity issue.

- * If you are absent on the day of the deadline you must hand it in early, send it in with a sibling or parent, or email it to the teacher¹ and hand in a hard copy the next school day.
- * To obtain an extension, you must negotiate with your teacher in advance of the due date. No extensions can be negotiated on the due date.
- * Computer breakdown and printer failure are unacceptable excuses for work not being handed in. Students can hand in a disk or flash drive, or email work to teachers¹. As all work must be drafted, drafts can be submitted if the computer fails at the last minute. It is recommended that files being used for work in progress are stored on a computer hard drive or on the school network
- * If there is a genuine reason for an emergency extension, a note from your parent/guardian must be brought in on the due day explaining the circumstances.
- * An absence of three or more school days requires a medical certificate, which must be presented to the SACE Coordinator by Senior School students (years 10, 11 and 12) or Home Group teacher for Middle School students (years 7, 8 or 9)
- * If a task is not handed in on the due date the following will occur in addition to a note in your diary:
Years 7, 8 and 9: 15% deduction when submitted one day late
30% deduction when submitted two days late
A zero will be recorded if more than two days late
Years 10, 11, 12: A zero will be recorded in line with the SACE Board’s *Assessment Declaration* signed by all Senior School students

Plagiarism Policy

Years 7, 8, and 9

- * If you copy another student’s work, a discussion will take place with you and the other student involved determining whether the work was ‘shared’, ‘taken’ or ‘given’. If it was shared - each of you will receive half of the final mark; if it was given - the plagiarist will receive zero, the student who did the work will receive half marks; if it was taken - the plagiarist will receive zero.
 - * If you copy some of your work from another source, any copied work will be disregarded and only the uncopied work will be marked.
 - * If you copy an entire piece of work you will receive zero.
- Years 10, 11, and 12*
- * Any form of plagiarism will result in a score of zero.

National Content Descriptors for this task

LANGUAGE (Max 4)

Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)

Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

LITERATURE (Max 4)

LITERACY (Max 4)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810)

General capabilities and cross-curriculum priorities

Please select any of the general capabilities and cross-curriculum priorities that are represented in this task (where appropriate)



General Capabilities

Literacy



Numeracy



ICT capability



Critical and creative thinking



Ethical behaviour



Personal and social capability



Intercultural understanding



Cross-curriculum priorities



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia’s engagement with Asia



Sustainability

