



## Task 4 Assessment Description

### Personal Recount

The purpose of this task is to: Write a personal recount based on a memorable experience.

#### Task description

1. Select a memorable experience from your life.  
You might use photos or talk with friends or family to help you.
2. Plan, write and revise the main features of the recount
3. Use the information on writing a recount to guide your writing.

#### Assessment Conditions

Maximum of 500 words if written

5 minutes oral presentation

OR equivalent in multimodal form

#### Capabilities

This unit of work provides an opportunity for students to work within the capabilities of:

Literacy, Critical and Creative Thinking, Personal and Social.

With potential for: Information and Communication Technology.

#### Assessment Design Criteria

##### Communication

The specific features are as follows:

- C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.
- C2 Demonstration of grammatical control.

##### Comprehension

The specific features are as follows:

- Cp2 Understanding of the purpose, structure, and language features in texts.

##### Application

The specific features are as follows:

- AP1 Creation of texts for different purposes, using appropriate textual conventions, in real or imagined contexts.



## Task 4 Introductory Activities

### Recount Structure

#### Orientation

1. This introduces the 'when', 'who', 'where', 'what' etc., but it should be done in an interesting way.
2. It also establishes the theme or mood of the recount (e.g. sadness, excitement, disappointment, comedy, etc.)

#### Events

1. Here you tell what happened in chronological order; describe what happened in correct order or sequence of time.
2. You should also maintain the thread of the theme or mood started in the orientation.

#### Reorientation

1. In this last paragraph, you present detailed reflection about the experience you described. If possible, try to give TWO PERSPECTIVES: what you thought and felt THEN; what you think and feel NOW. How has it changed?
2. You should also REINFORCE the theme or mood started in the orientation.

Write in the **first person**: Using words such as: I, Me, My.

Write in the **past tense**; remember, the events you are describing have already happened.

Use **verbs** to describe actions: I **ran**, I **stumbled**, I **limped**, I **scrambled**.

Include **adjectives** to provide interest to your work:

The **sleepy**, **red-eyed** bus driver had barely looked at me as I boarded the crowded, smelly bus.

Use **Connective** words to help the flow of the story:

**Time**: First, finally

**Space**: Ahead, below

**Results**: Therefore, because

**Comparison**: Like, as

**Contrast**: However, still

**Pace and detail**: consider how fast or slow various parts of your story should be, for instance, too many details will slow the speed of the story and might make it boring or hard to follow. However, too little detail might make the story feel rushed. A good way to test the pace of your recount is to read it aloud, or better yet, read it to someone and get their feedback: was it easy to follow; was there enough detail, were there any boring bits you should rewrite?