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| **What is the task?** | **Once Upon a Nightmare – Crafting the World of Horror** |
| **How much is it worth?** | 20% of your yearly result - *see your assessment schedule for further details* |
| **Syllabus Outcomes** | EN4-4B, EN4-5C, EN4-6C, EN4-8D - *see your assessment schedule for further details* |
| **Task Date** | **Term 1, Week 10 - First timetabled English lesson for the week.** |
| **Can I prepare in class?** | You will be providedwith **FIVE lessons to prepare for this task**. You may only receive feedback on your work during your preparation lessons. You are also expected to prepare at home. *If you are absent during the preparation period, you are responsible for negotiating a time with your teacher to receive feedback.* |

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| **Task Description:** |
| The CCWC Library is hosting a ‘Once Upon a Nightmare’ exhibition. As a horror fan you can’t wait to scare your teachers and peers by having your terrifying work displayed at your class stall.  **The Task:**  Taking a traditional fairy tale or nursery rhyme you are to transform the story into a picture book\* appropriate for the horror genre.  You must complete a **Task Plan** in order to organise your ideas and check that your response meets all task requirements. Please note, your Task Plan will be reviewed and **signed off by your teacher after your first planning lesson**. This plan will contribute to your overall mark.  The picture book must include:   * front cover, including the title and composer (Hint: that’s you!) * FIVE to EIGHT frames (double page spread) which can be illustrated or digitally presented * **Exactly** 150 words that help to create the tone and atmosphere of the horror genre (you are encouraged to use the original version as inspiration but you must write the story using your own words)   ***\* Picture book may include a graphic novel, comic/cartoon strip, digital narrative or as negotiated with your classroom teacher.***  *You may choose to submit your picture book as a hard copy OR digital copy (no USBs). If you choose to create a digital picture book, it is your responsibility to ensure your device is fully charged and has the appropriate software and applications for you to use in the planning phase.* |

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| ***Stage 4 English Faculty Assessment Task Procedure Information:*** |
| *Penalties will apply for late submission (10% deduction of the total possible mark per lesson), non-submission and plagiarism. Technology failures (e.g. unable to print/email, wrong email address, lost USB) will not be accepted as justification for late submission. Please refer to the Stage 4 English assessment procedures, available from your English teacher or Student SharePoint, for further information.* |

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| |  |  |  | | --- | --- | --- | | **Name:** | **Teacher:** | **Total mark: /20** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** | **0** | | **IMAGINATIVE, CREATIVE, INTERPRETIVE & CRITICAL THINKING** | Highly-developed appropriation of an existing fairy tale to manipulate meaning and engage audience. | Effective appropriation of an existing fairy tale to manipulate meaning and engage audience. | Adequate appropriation of an existing fairy tale to manipulate meaning and engage audience. | Limited appropriation of an existing fairy tale to manipulate meaning. | Non serious or no attempt to appropriate an existing fairy tale to shape meaning. | | **VISUAL FORM & LANGUAGE TECHNIQUES** | Response is sophisticated, coherent, and demonstrates a highly-developed control of language and visual forms. Progression of ideas is fluent, logical and insightful. | Response is coherent and demonstrates well-developed control of language and visual forms. Logical and thoughtful progression of ideas. | A mostly coherent response with developing control of language and visual features, and progression of ideas. | Limited attempt to produce a coherent written or visual response. | No attempt to produce a written or visual response. | | **TEXT STRUCTURE** | Picture book is detailed and thoughtfully written. Consists of 8 frames including visual aids that support the students’ 150 word fairy tale. | Picture book is thoughtfully written. Consists of 5-8 frames including visual aids that support the students’ 150 word fairy tale. | Picture book is soundly written. Consists of less than 5 frames including some visual aids that attempt to support the students’ fairy tale that may not be 150 words in length. | Picture book consists of 5 or less frames including minimal visual aids that may not support the students’ limited fairy tale. | Picture book is incomplete or only partially completed. | | **CONCEPTUAL UNDERSTANDING** |  | Demonstrates a well-developed understanding and application of the horror conventions to shape meaning with accuracy, clarity and coherence. | Adequately demonstrates understanding of the horror conventions to shape meaning with clarity and coherence. | Demonstrates limited understanding of the horror conventions to shape meaning. | No genuine attempt to develop ideas. | | **SPELLING, GRAMMAR AND PUNCTUATION** |  | Response has been proofread, and there are no errors in spelling, grammar and/or punctuation. | Response has been proofread, and there are fewer than 5 errors in spelling, grammar and/or punctuation. | Response contains fewer than 10 errors in spelling, grammar and/or punctuation. | Extensive errors in spelling, grammar and punctuation. Response does not show attempt to proofread. | | **PLANNING** |  |  | Task plan is detailed and thoughtfully written. Plan completed on time and checked off by teacher. | Task plan completed on time and checked off by teacher. | Task plan incomplete or only partially completed. |  |  |  | | --- | --- | | **FEEDBACK** | | | **Medals** | **Mission** | |  |  | |
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*Please complete the information below and have your ideas approved by your teacher before you begin. Your teacher may provide you with feedback on ONE draft in Week 8 or 9.*

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| **TASK PLAN** | | **Teacher Approval** |
| The fairy tale or nursery rhyme I intend to use for my picture book is: |  |  |
| I think this fairy tale or nursery rhyme would make a good horror story because: |  |  |
| The setting of my story is: |  |  |
| This setting is relevant to our unit ‘Once Upon a Nightmare’ because: |  |  |
| The main characters in my story are: |  |  |
| The plot of my story is: |  |  |
| The events that take place in my story are relevant to our unit ‘Once Upon a Nightmare’ because: |  |  |
| The main things in my story I have changed from the original are: |  |  |
| I did this because: |  |  |
| The main things in my story I have kept the same as the original are: |  |  |
| I did this because: |  |  |

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| **PICTURE BOOK CHECKLIST** |
| My **front cover:**   * Includes the title of my story * Includes the author (my name) * Includes images   My **picture book**:   * Is based on an existing fairy tale or nursery rhyme * Uses the conventions of the horror genre e.g. my setting is scary, some of my characters are scary and scary things happen in my plot * Consists of exactly 150 words * Contains images that are relevant to and support my story * Is between 5-8 frames (double page spreads) in length   **Editing**:   * I have **carefully proofread** my submission * I have had **at least two others** proofread my submission * I have sought **feedback and advice from my teacher** on a final draft |

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| **STORYBOARD** | |
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