



CALLAGHAN COLLEGE WALLSEND CAMPUS
YEAR 8 ENGLISH 2014 – GHOULS, GHOSTS AND GOBLINS
Assessment Task Two

Module	Ghouls, Ghosts and Goblins – Crafting the World of Horror
Weighting	15%
Syllabus Outcomes	<ol style="list-style-type: none"> 1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure 2. A student uses a range of processes for responding to and composing texts 3. A student responds to and composes texts in different technologies 4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts
Modes	Viewing/Representing and Speaking
Medium	Reading of Descriptive Writing Extract with Digital Moodscape
Date Due	<p>Week 8 – Task submission and presentations (reading/moodscape) All students are to submit a printed hard copy of their descriptive writing extract to their classroom teacher in the first timetabled English lesson of Week 8. Students will be selected randomly to present to the class. Presentations will take place in class time until each student has presented.</p>

Task Description:

Part I – Descriptive Writing (to be completed in class and at home in Weeks 6 and/or 7)
As part of this unit you have been exploring the conventions of the horror genre with a focus on descriptive writing techniques. You will choose ONE of the images provided as the inspiration for a horror narrative and create a descriptive piece of writing in which you utilise a range of language techniques to **establish a distinct horror atmosphere**.
You should aim to write approximately 350 words. *Your teacher MAY give you feedback in the drafting and editing process of this text.*

Part II – Digital Moodscape (to be created in class and at home – Presentations in Week 8)
You will choose an extract from your story (approximately 100-150 words) to read to your class in conjunction with a digital moodscape. The digital moodscape must *enhance* the reading of your extract. It should contain words/quotes, images/video, music and/or sound effects. **The aim is for your moodscape to help build an atmosphere reflective of your extract** (ie creepy, suspenseful, eery).
Use Powtoon, Animoto, PowerPoint, iMovie, MovieMaker, Presi or another application to create your moodscape.
You must bring a copy your extract to read and a copy of your moodscape on USB in Week 8. You are responsible for checking that your digital file is compatible with school technology. Assessment policy penalties will apply for tasks that are late due to failed or forgotten technology.

Students will be assessed on their ability to:

- Use a variety of descriptive language techniques to create a vivid horror setting.
- Use a range of textual structures and features to create the tone and atmosphere of a horror setting.
- Effectively illustrate and apply knowledge and understanding a range of conventions typical of the horror genre.
- Effectively incorporate the stimulus material.
- Engage the audience in a reading using presentation skills such as: eye contact, body language, tone and vocal emphasis.
- Select appropriate digital resources to enhance a dramatic reading.

Assessment Task Policy Notes:

- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task on your first day back. Non submission of an illness/misadventure form will result in a 10% deduction of marks for every day the task is late (including weekends).
- A zero award will be recorded for not making a genuine attempt of an assessment task.
- An N Award warning notification will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for this task.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.



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Stimulus Images

Choose **ONE** of the following images as the inspiration for a piece of descriptive writing reflecting the *horror* genre. Your focus should be on the development of the setting.



In your writing you must include lots of descriptive, sensory imagery by using figurative language techniques such as:

- Similes
- Personification
- Adjectives
- Alliteration
- Assonance
- Metaphors
- Onomatopoeia
- Hyperbole



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MARKS	4	3	2	1	0
AUDIENCE + PURPOSE			Engages the audience through the appropriate use of descriptive language devices.	Attempts to engage the audience using some simple language devices.	Does not use descriptive language devices to engage the audience.
GENRE CONVENTIONS		Confidently controls the conventions of the genre using effective technical devices.	Competently controls the conventions of the genre using effective technical devices.	Demonstrates some use of genre conventions and technical devices.	Limited or no application of the conventions of genre.
IDEAS		The concept displays originality and effectively incorporates the stimulus to focus on a vivid setting.	The concept is coherent and competently incorporates the stimulus to focus on a vivid setting.	The concept is simplistic with some attempt to incorporate the stimulus. Does not focus on setting.	No genuine attempt to develop concept or incorporate the stimulus.
TECHNIQUES	Uses imaginative and original descriptive language techniques appropriate to engage the audience and focus on setting. Digital component enhances overall presentation.	Uses effective descriptive language techniques appropriate genre and focuses on setting. Digital component adds interest to overall presentation.	Attempts to use descriptive language techniques appropriate to genre, but lacks focus on setting. Attempts to utilise digital component.	Some simplistic language techniques attempted and does not focus on setting. Limited digital component.	No genuine attempt to utilise descriptive techniques.
VOCABULARY + METALANGUAGE			Vocabulary choices are purposeful and may include some sophisticated language choices.	Vocabulary choices are well-developed and appropriate.	Vocabulary is limited in range and the text is very brief.
SENTENCE STRUCTURE			Variety of simple and compound sentences are correctly used. Some complex sentences are attempted.	Simple sentences dominate the text. No variation to create impact or interest.	Little to no attempt to use sentence structure to enhance the presentation.
PRESENTATION SKILLS		Sophisticated use of presentation skills including: eye contact, tone, emphasis and pace. Digital moodscape significantly enhances the reading.	Effective use of presentation skills including: eye contact, tone, emphasis and pace. Digital moodscape attempts to enhance the reading.	Attempts to use presentation skills including: eye contact, tone, emphasis and pace. May use digital effects competently.	Little or no effective presentation skills. Digital moodscape does not enhance the presentation.
TIME MANAGEMENT				Manages time effectively in presentation.	Poor use of time management in presentation.

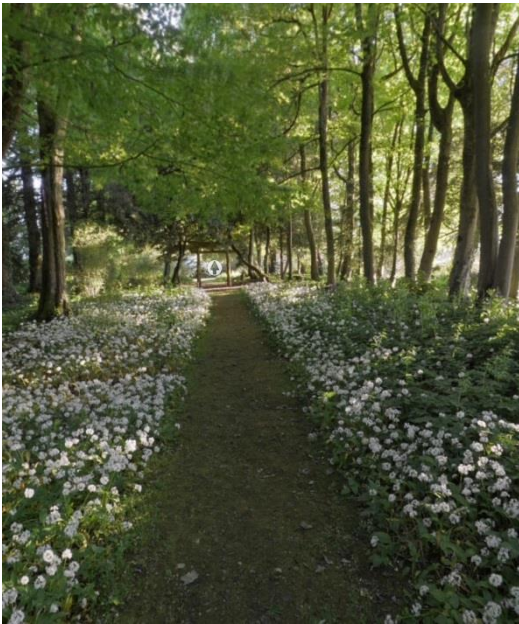
Feedback	
Medals	Missions
Final Mark: /20 Marker:	



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Alternate Stimulus Images

Choose **ONE** of the following images as the inspiration for a piece of descriptive writing. Your focus should be on the development of the setting.



In your writing you must include lots of descriptive, sensory imagery by using figurative language techniques such as:

- Similes
- Personification
- Adjectives
- Alliteration
- Assonance
- Metaphors
- Onomatopoeia
- Hyperbole