



Woodcrest College Senior School

Senior English Department

Cohort:	Year 10	English
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Section:	Poetry Study	Semester 2
Item:	Short Story	Written

Teachers:		Draft Date:	Wk Beg 2 nd November, 2009
		Due Date:	WK Beg 9 th November, 2009

Student Name:	
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Genre:		Mode:	
- Literary Narrative		- Written	

Length:	500-700 words
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Purpose:	<p>This term you have been studying poetry and how it uses language to:</p> <ul style="list-style-type: none">- convey meaning to an audience,- paint a picture in the reader's mind,- create a mood for the reader,- represent a character either good or bad,- represent a feeling like sadness, despair and love. <p>Short stories like poetry also use language to create the same effect for the reader.</p>
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Task:	<p>For the annual Woodcrest State College Short Story Competition you are to transform a poem or song into a short story to reveal an insight into the relevant themes underpinning the chosen poem by conveying or challenging them. The winner will be judged by a panel of teachers from across the school and a prize will be awarded. <i>We are not necessarily looking for the best writer but for the best story.</i> Interesting and eye catching presentation will be much appreciated. The winner will have their short story published on the Woodcrest State College website.</p> <p>You are to create a short story that employs the techniques of poetic devices and figurative language. Your short story will convey or challenge some or all aspects of the poem selected for eg. themes, plot, setting and characters.</p> <p>Your short stories aim is to:</p> <ol style="list-style-type: none">a) tell an entertaining storyb) convey a mood the reader can feel (e.g. fear, loneliness, excitement, hatred)c) represent characters who readers can relate to (e.g. teenagers, a mum, a dad, a footy hero)d) express the character's feelings to the reader (heartbroken, angry, jealous, proud). <p>Most of all use language in all its forms to draw us in, make us cry or cheer and not be able to put it down until it is over. So get out the thesaurus and dictionary – now is the time to use them!</p>
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A	B	C	D	E
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by consistently showing a discriminating ability to:</p> <ul style="list-style-type: none"> ● Select and synthesise substantial, relevant subject matter. ● Exploit the conventions of the narrative successfully through orientation, complication, climax and resolution. ● Reveal characters successfully through their thoughts, actions, statements, attitudes, interactions with others and others' perceptions of them. ● Exploiting the role of author to shape, engage and influence audiences through descriptive language. 	<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by consistently showing ability to:</p> <ul style="list-style-type: none"> ● Select and usually synthesise considerable, relevant subject matter. ● Structure the narrative successfully through orientation, complication, climax and resolution. ● Reveal characters through their thoughts, actions, statements, attitudes, interactions with others and others' perceptions of them. ● Establishing the role of author to shape, engage and influence audiences through descriptive language. 	<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by showing reasonable ability to:</p> <ul style="list-style-type: none"> ● Select sufficient relevant subject matter. ● Structure the narrative through orientation, complication, climax and resolution. ● Reveal characters through their thoughts, actions, statements, attitudes, interactions with others and others' perceptions of them. ● Establishing the role of author to shape and engage through some use of descriptive language. 	<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by showing some ability to:</p> <ul style="list-style-type: none"> ● Select some, relevant subject matter. ● Structure the narrative through orientation, complication, climax and resolution. ● Reveal characters through their thoughts, actions, statements, attitudes, interactions with others and others' perceptions of them. ● Generally establishing the role of author that at times engages the reader. 	<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by showing little ability to:</p> <ul style="list-style-type: none"> ● Select some relevant subject matter. ● Structure the narrative through climax and resolution. ● Reveal characters successfully through their thoughts, actions, statements, attitudes, interactions with others and others' perceptions of them. ● As the author has written a short story that attempts to engage the reader.
<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> ● Exploiting the sequencing and organisation of subject matter in stages according to short story structure. ● Using effective ties consistently and with discernment. ● Using and controlling with discrimination an extensive range of appropriate vocabulary. ● Exploiting poetic devices for effect. ● Showing command over a wide range of clauses/sentence/paragraph structures. ● Demonstrating excellent control of spelling and punctuation. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> ● Sequencing and organising subject matter in stages according to short story structure. ● Linking ideas cohesively. ● Using and controlling with an extensive range of appropriate vocabulary. ● Using poetic devices for effect. ● Showing use of a wide range of clauses/sentence/paragraph structures. ● Demonstrating control of spelling and punctuation. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> ● In the main sequencing and organisation of subject matter in stages according to short story structure. ● Linking ideas cohesively in the main. ● Using and controlling a basic range of appropriate vocabulary. ● Generally using poetic devices appropriately. ● Showing use of a range of /paragraphs/sentences and clause structures. ● Demonstrating some control over spelling and punctuation. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> ● Occasionally sequencing and organising subject matter in stages. ● Uneven linking of ideas. ● Using a restricted range of vocabulary. ● Attempt at using poetic devices. ● Showing uneven control over clauses/sentence/paragraph structures. ● Demonstrating uneven control of spelling and punctuation. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> ● Little/no sequencing and organising of subject matter. ● Little linking of ideas. ● Using a narrow range of vocabulary (lack of control evident). ● No use of poetic devices. ● Little control of clauses/sentence/paragraph structures. ● Demonstrating little control of spelling and punctuation.
<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by demonstrating comprehensive and discriminating knowledge:</p> <ul style="list-style-type: none"> ● Of the way relationships and individuals are represented in the short story. ● Of the way language in texts shapes representations and positions audiences to view characters and the story. ● By making purposeful and discerning choices that very effectively invite readers to take up positions. (<i>through narrative, omissions and inclusion etc</i>) 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by demonstrating considerable knowledge:</p> <ul style="list-style-type: none"> ● Of the way relationships and individuals are represented in the short story. ● Of the way language in texts shapes representations and positions audiences to view characters and the story. ● By making purposeful choices that very effectively invite readers to take up positions. (<i>through narrative, omissions and inclusion etc</i>) 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by demonstrating a reasonable knowledge:</p> <ul style="list-style-type: none"> ● Of the way relationships and individuals are represented in the short story. ● Of the way language in texts shapes representations and positions audiences to view characters and the story. ● By making purposeful and discerning choices that, in the main, invite readers to take up positions. (<i>through narrative, omissions and inclusion etc</i>) 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by demonstrating some knowledge of:</p> <ul style="list-style-type: none"> ● Of the way relationships and individuals are represented in the short story. ● Of the way language in texts shapes representations and positions audiences. ● By making choices that very sometimes invite readers to take up positions. (<i>through narrative, omissions and inclusion etc</i>) 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by demonstrating little knowledge of:</p> <ul style="list-style-type: none"> ● Of the way relationships and individuals are represented in the short story.