

LEVEL ONE ENGLISH

Literature of extremes



TEACHER: Mrs Joanne Waide

INTERNAL ASSESSMENT CREDITS: 10

EXTERNAL ASSESSMENT CREDITS: 8

THE COURSE:

When faced with opposition, trial or pressure, human beings respond to their circumstances in a variety of ways. Their first hand accounts, not only draw us into their experiences but we are challenged to also critique their reflections: do we believe their account is fair, just or right? How would our responses differ or align?

In Level 1 English this year, you will delve into literature that showcases a variety of human responses to extreme situations; as a class we will reflect on these accounts, looking closely at the language and techniques used to convey ideas. You will also learn about the conventions of Non-Fiction and Travel Writing, constructing a series of your own pieces in the styles studied.

Core texts:

TEXT GENRE	TITLE	AUTHOR/DIRECTOR
Non-Fiction (<i>Written Text</i>)	“Touching the Void”	Joe Simpson
Non-Fiction (<i>Written Text</i>)	“Into Thin Air”	Jon Krakauer
Travel Writing	Selection of historical and modern text examples	

Course Rationale

The Level 1 English courses at Mount Aspiring College are a continuation of our strategy to empower students with skills and knowledge that will enable them to be successful in life. The emphasis this year is on consolidating the students' skills in the mechanics of the language (accuracy in spelling, punctuation and grammar are essential components of a number of the Level 1 Achievement Standards) as well as developing their ability to think critically and express themselves with fluency and persuasion.

Each teacher selects novels, plays, stories, poetry, films and other primary material both to suit the interests and needs of the students in their classes, and about which they are personally passionate. We strive to challenge, motivate and inspire our students by exposing them to literature that is original, challenging and of a high standard.

ENGLISH DEPARTMENT POLICIES

Preparation and Submission of Work

All NCEA assessments must be completed in their entirety, including early drafts, on your English Department blog. Where appropriate your teacher may give feedback in the comment section below your piece as you are developing it. This feedback will be of a holistic nature, rather than addressing specific components, as each assessment requires student ownership. You may also use this commenting function to seek feedback or ask clarifying questions.

When submitting your work you need to follow the guidelines below:

- Ensure the completed piece is published on your blog headed with the Assessment Title and NCEA Achievement standard number
- The blogging system will record the time and date of the final edit.
- Any editing of your work subsequent to the final submission date and time will render the submission invalid.

ASSESSMENT AND REASSESSMENT OPPORTUNITIES

During assessment teachers can validly make suggestions about areas where further development is needed (this is acceptable in the 'hands on' phase, which is usually the first 4 periods of an 8 period assessment phase), but constructive feedback should not compromise the authenticity of students' work. All submitted material must be your work alone.

In the final phases of the assessment ('hands off' phase), it is the student's responsibility independently to polish their work to a publication standard.

All written assessments should be completed under supervision and during class time unless specifically approved by application to the Head of Learning Area.

The Achievement Standards offered in this course may be re-submitted under very specific circumstances, and only at the discretion of the Head of Learning Area. However, if a student does not achieve in their first attempt, then a reassessment opportunity may be

offered to students. This opportunity will only be offered to students who have shown a reasonable initial effort and who can demonstrate that further learning has occurred since the initial assessment opportunity.

All reassessments are composed of an entirely different assessment task. These will be completed during a time that is organised by the department.

The English department retains the right to set final dates for submissions and these will be clearly stated by your classroom teacher and published on your class blog.

Late Work

Work submitted late for the internal assessment standards will not be marked. You may have the opportunity to gain the credits through reassessment, if available. If you have a genuine reason why you are unable to submit work by the due date, then you are able to apply for an extension. However this should occur prior to the due date, not after it.

Absence from school due to sickness is not normally regarded as an acceptable reason for the non-submission of assessed work. Alternative arrangements, electronic or otherwise should be made in this event.

Standard Title Credits

Standard	Title	Assessment type	Credits
AS90850 (1.1)	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. (Written Text study)	External	4
AS90851 (1.3)	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	External	4
AS90052 (1.4)	Produce creative writing (Two tasks – <u>best mark submitted</u>)	Internal	3
AS90857 (1.6)	Construct and deliver an oral text (Speech presentation)	Internal	3
AS90852 (1.8)	Explain significant connection(s) across texts, using supporting evidence. (Thematic essay – your selection of texts)	Internal	4
Total credit value			18

Year Plan

Fill this planner out with the scheme for the year as devised by your class and teacher. Use it as a means of keeping a record of the assessments you have done and the credits you have accrued.

Term	Topic	Credits	Assessment
1	1 Critical literacy- short texts		
	2 Intro to Travel Writing and “the power of language”		(1.3)
	3		
	4 Creative Writing (first task)		1.4
	5		
	6		
	7		
	8 “Touching the Void”		(1.1)
	9		
	10		
	11 Introduce Oral presentation topics		
2	1		
	2 Oral presentations inspired by personal experiences	3	1.6
	3 Introduce: Significant Connections study (independent work)		1.8
	4 Written text study: “Into Thin Air”		(1.1)
	5		
	6		
	7 Close reading: “The power of language”		(1.3)

	8 Begin Creative Writing (task 2) inspired by literature studied		1.4
	9		
	10 Creative writing due	3	1.4
3	1 Close reading: “The power of language”		(1.3)
	2		
	3 Putting it together: Essay writing		(1.1)
	4		
	5		
	6		
	7 Significant connections write-up		1.8
	8 Assessment Week		
	9 Assessment Week		
	10 Significant connections due	4	1.8

Term 4 = 3 weeks. “Written Text” and “Unfamiliar Texts” revision for examination

ENGLISH DEPARTMENT ASSESSMENT AUTHENTICITY STATEMENT

The English Department has an Authenticity Statement, which students must sign when submitting an assessment. This signifies that the work is the student's own and safe-guards students from the dangers of plagiarism.



Instructions:

This Authenticity Statement is to be confirmed and signed, by all students and their teacher, when submitting an English internal assessment

Name of School: MOUNT ASPIRING COLLEGE, ENGLISH DEPARTMENT

Student Name: _____

Year Level: _____ Year: _____

Assessment title: _____

Student:

- I understand that all the work I submit for assessment must be my own.
- I have read and understand the School's assessment requirements and the consequences of submitting material for assessment that is not my own.
- I understand that I must not receive undue assistance or the unauthorised help of others in the preparation of my assessment work.
- I understand that I must acknowledge in an appropriate manner all information and sources of assistance used in my assessment work.
- I will not allow other students to access or copy any of my assessment work.

Student Declaration:

I hereby declare that I have read the above statement and that all the material I submit for assessment is entirely my own and meets all of the School's assessment requirements.

Signed: _____ Date: _____

Student

Signed: _____ Date: _____

Teacher