

Course Booklet: Murder Most Foul

"THE JUSTIFICATIONS OF MEN WHO KILL SHOULD ALWAYS BE HEARD WITH SCEPTICISM" – PATRICK NESS



Teacher: Sye Johnson
Internal Assessment Credits: 13
External Assessment Credits: 8

Content

What drives someone to take another's life? Greed? Jealousy? Love? Fear? Ever since humans walked the Earth there has been murder and there is always a reason, however wrong it may be. Through this course students will investigate the various

1

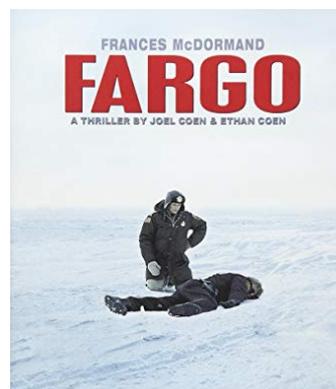
validations for murder and explore themes of justice, greed and whether the ends justifies the means, all with the goal of answering the question, "can you rationalise murder?"

Core Texts

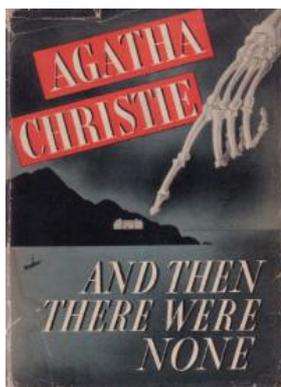
Film: *Fargo*.

Based on a true story, a car salesman in Minneapolis, MN, Jerry Lundegard hires two criminals to kidnap his wife. Her father is wealthy and Jerry needs the money. However, things don't go according to plan and soon three people are dead outside of Brainerd, MN. The 7-month pregnant Sheriff of Brainerd, Marge Gunderson is soon on the case, and she is very intuitive and resourceful...

In this film students will delve into themes of desperation and greed, choices and family. What happens when the best laid plans go awry?



Novel: *And Then There Were None*.



"Ten..." Ten strangers are lured to an isolated island mansion off the Devon coast by a mysterious "U.N.Owen".

"Nine..." At dinner a recorded message accuses each of them in turn of having a guilty secret, and by the night one of the guests is dead.

"Eight..." Stranded by a violent storm, and haunted by an ancient nursery rhyme counting down one by one... as one by one... they begin to die.

"Seven..." Which amongst them is the killer and will any of them survive?

This text will supply students with an intriguing murder mystery that will keep them guessing until the end.

Through the novel students will investigate the themes of justice, guilt and isolation.

Course Rationale

The Level Two English course at Mt Aspiring College is, for many students, a culmination of over a decade of learning in the areas of language and communication. By this stage, the students are very sophisticated in their approach to the use of English, and the Level Two NCEA courses are designed to enable them to further develop their critical thinking faculties and to begin to find their own voice. As eight Level Two NCEA credits in Reading and Writing (4 of each) are a prerequisite for University Entrance, there is a continued emphasis 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 Two Achievement Standards). As well as this, we aim to develop the students' ability to express themselves, their personal responses to texts, and ideas with fluency and persuasiveness. 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, relevant and of a high standard.

Assessment

The course will be assessed using a range of NCEA assessment tools which will be selected from the table on the following page. The English department is guided by the following principles when selecting which assessments will be offered:

- Ample opportunity is given to students to achieve the New Zealand Universities' "Literacy" criteria, both through internal and external assessments; this course fulfils the requirements for University Literacy (in Reading and Writing).
- All areas of learning in English should be assessed throughout the year
- Assessment should happen only once a student has developed the requisite knowledge and skill to tackle the task effectively
- The opportunity to gain enough credits in English to continue to Level 3 at Mount Aspiring College (16 Credits) is guaranteed.

Remember: The literacy requirement for University Entrance is achieved by gaining 10 credits from English. Tertiary institutions such as Otago University have implemented changes so that students intending to enroll into most university courses will be divided into one of two categories - Preferential Entry or Competitive Entry.

If a student has achieved NCEA Level 2 with a Merit or Excellence endorsement they would have gained Preferential Entry. This then guarantees a place at the university provided that University Entrance is gained at NCEA Level 3.

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		Credits
English 2.4	Produce crafted a selection of crafted and controlled writing	Internal	6
English 2.5	Construct and deliver an oral text	Internal	3
English 2.9	Form developed personal responses to independently read texts supported by evidence	Internal	4
English 2.2	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence.	External	4
English 2.3	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	External	4
TOTAL CREDIT VALUE			21

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	Assessment
------	-------	------------

1	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
3	1	
	2	



3	
4	
5	
6	
7	
8	
9	
10	