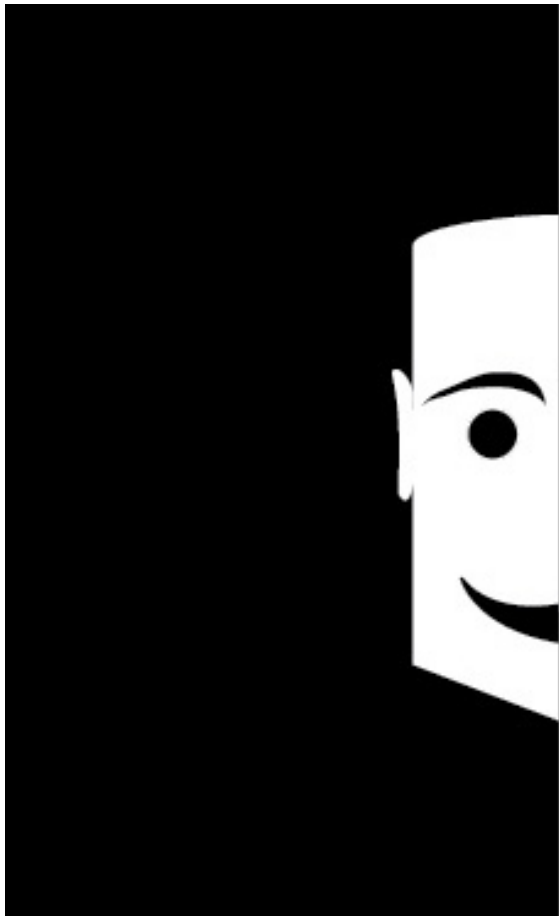


COURSE BOOKLET: A VILLAIN'S PERSPECTIVE

NOBODY IS A VILLAIN IN THEIR OWN STORY – GEORGE R. R. MARTIN.



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

Content

Good guy. Bad guy. Hero. Villain. What is it that separates them? This course is designed to help students discover new ways to view the world. No one ever sees themselves as the villain, it is all a matter of perception. Through this course students will be given opportunities to see the other side of the story and will be asked the question, who is the real villain here?

Core Texts

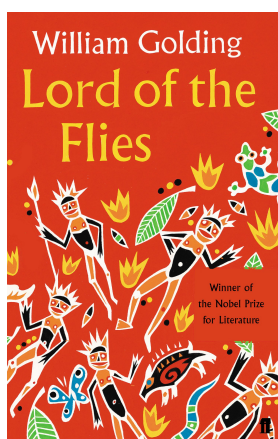
Film: *Catch Me if You Can*.

Frank Abagnale, Jr. (Leonardo DiCaprio) worked as a doctor, a lawyer, and as a co-pilot for a major airline -- all before his 18th birthday. A master of deception, he was also a brilliant forger, whose skill gave him his first real claim to fame: At the age of 17, Frank Abagnale, Jr. became the most successful bank robber in the history of the U.S.

In this film students will see what drives a gifted young person to lead a life of crime. Through this students will investigate the themes of justice, family and honesty.



Novel: *Lord of the Flies*.



In the midst of a raging war, a plane evacuating a group of schoolboys from Britain is shot down over a deserted tropical island. The boys must find a way to survive together and it isn't long before disagreements cause the boys to start fighting amongst themselves and two groups form. One led by the diplomatic and considerate Ralph, the other by the ruthless and impulsive Jack. Now it becomes a true fight for survival.

This text will help students discover the dangers of following your every impulse and the themes of human nature, savagery vs civilisation and the loss of innocence.

Course Rationale

The Level 1 English course at Mt Aspiring College is 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.

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 Re-assessment 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
AS90850 (1.2)	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	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	Internal	3
AS90857 (1.6)	Construct and deliver an oral text	Internal	3
AS90855 (1.7)	Create a visual text	Internal	3
AS90854 (1.10)	Form personal response to independently read texts, supported by evidence	Internal	4
Total credit value			17

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	
	10	
3	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	