

# Course Booklet – Prejudice

*Prejudice is what fools use for reason - Voltaire*



Teacher: Gena Bagley  
Challenge Level: High  
External Assessment: 40%  
Style: Literary

## **Content**

NCEA Level 2 English Course booklet "Prejudice"  
Page 1

Black, white. Religion, Atheism. Right, wrong. What are your ingrained values and where do you stand on these things? This Level Two English course is designed to you make you think, not only about your own values, but those of the surrounding world. Do you judge people based upon their culture and beliefs and what determines such things?

Classical and contemporary texts are used in the analysis of this theme. Harper Lee's 'To Kill a Mockingbird', alongside Paul Haggis' visual text 'Crash', delve into and discuss issues that arise from prejudice.

### **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 fulfills 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.

| <b>Standard</b>    | <b>Title</b>  |  | <b>Credits</b> |
|--------------------|---|--|----------------|
| English 2.4        | Produce crafted a selection of crafted and controlled writing                       | Internal<br><i>*Literacy credits for writing</i>             | 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<br><i>*Literacy credits for reading</i>             | 5              |
| English 2.1        | Analyse aspects of studied written text   | External<br><i>*Literacy credits for reading and writing</i> | 4              |
| English 2.2        | Analyse visual or oral text   | External<br><i>*Literacy credits for writing</i>             | 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    |            |

*Prejudice cannot see the things that are because it is always looking for things that aren't*