



# Magic Realism

AN EXPLORATION AT THE OUTER BORDERS OF REALITY

## LEVEL 2 COURSE OUTLINE 2019

“Together, they would watch everything that was so carefully planned collapse, and they would smile at the beauty of destruction.”



**TEACHER:** Chris Waugh

**CHALLENGE LEVEL:** Accessible

**EXTERNAL ASSESSMENT:** 40%

**STYLE:** Question everything.



## Content

Choosing **Magic Realism** as your English programme for Level 2 means that, while you may not have had the best relationship with English over the years, you are ready to **accept the challenge** of the Level 2 programme and step up. This programme will explore way English can be used to **extend our perception of reality** and in doing so, to open our minds to what is right in front of us. You're not here to study English for the sake of it, you're acquiring a set of skills that you will immediately put to use in life. You will be asked to challenge yourself, take risks and show **ambition**.

We'll be reading the work of some of the 20th Century's most loved contemporary works, such as **Markus Zusak's The Book Thief**, a powerful and affecting tale taking a new perspective on the well known truths of Nazi Germany. *"I am haunted by humans."*

We'll explore **realism in our own writing** and we'll be inspired by the work of many of New Zealand and Latin America's greatest exponents of magic realism, like Elizabeth Knox and Jorge Luis Borges.

Everything we read, write, say, hear and watch will help us to learn to think critically and **develop our insight into how the fantastic and the ordinary can co-habit**. If anyone's going to use the power and subtlety of our wonderful language to their own benefit, **it shall be you**.

## Course Rationale

A sound knowledge of English Language and Literature is arguably more essential to your future than ever before. A critical mind and a deft appreciation of the subtleties of the English language are going to be essential for success in all walks of life.

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.

## Online Learning

This course involves the use of Wordpress blogging in order to provide access to all learning resources and, more importantly, to provide students with a publishing platform for their work.

Everything related to this course will be published via the class hub at the address:

[surreal.edutronic.net](http://surreal.edutronic.net)



## 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.

### LITERACY REQUIREMENTS

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 enrol 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.

### SUBMISSION OF WORK

Teachers will only accept hard-copies of students' work. Electronic copies will no longer be accepted. When submitting your work you need to follow the guidelines below:

- In the first instance hand it to your teacher
- If they are unavailable, hand it into the office or another English department member
- The work must be signed and dated to verify when it was submitted.

### 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.

### AUTHENTICITY STATEMENT

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



STANDARD	TITLE	CREDITS
2.4 INTERNAL	Produce crafted a selection of crafted and controlled writing <b>Literacy credits for: Writing</b>	6
2.5 INTERNAL	Construct and deliver an oral text	3
2.9 INTERNAL	Form developed personal responses to independently read texts, supported by evidence. <b>Literacy credits for : Reading</b>	4
2.1 EXTERNAL	Analyse aspects of studied written text <b>Literacy credits for: Reading and Writing</b>	4
2.3 EXTERNAL	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. <b>Literacy credits for: Reading and Writing</b>	4
	TOTAL	21