

Keepin' it Real!

A STUDY OF REALISM AND THE ANTIHERO

Prepared for NCEA LEVEL 2

by Mrs Plunkett

CONTEXT

Humans are not perfect. There will always be some element of fault embedded into our persona. The antihero exemplifies this and demands our attention because we love to hate them. We see their flaws and yet we appreciate their character. They blur the line between villain and hero so that we aren't quite sure who is who anymore.

Realism: a genre of literature which deals with the everyday. You will not find the epic tales of heroes in these stories but rather a narrative which draws from the very ordinary. Realism portrays life as it is, aiming to get us to identify with its characters, their paths and the familiar depiction of the world around them.

From realism comes a sort of commentary of the world as it is right now, encouraging us to think about our own lives. Throw an anti-hero in there, the naturally flawed protagonist of the story and you have an ideal window through which to explore facets of society.

COURSE RATIONALE

The Level 2 English course at Mount 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 will be 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 ten Level Two NCEA credits in Reading and Writing 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 2 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.

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:

1. Ensure the completed piece is published on your blog headed with the Assessment Title and NCEA Achievement standard number
2. The blogging system will record the time and date of the final edit.
3. 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.



WHAT'S BEING ASSESSED?

Standard	Title		Credits
91098 (2.1)	Analyse specified aspect(s) of studied written text(s), supported by evidence. <i>UE Reading</i>	External	4
91100 (2.3)	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. <i>UE Reading</i>	External	4
91101 (2.4)	Produce a selection of crafted and controlled writing. <i>UE Writing</i>	Internal	6
91102 (2.5)	Construct and deliver a crafted and controlled oral text.	Internal	3
91106 (2.9)	Form developed personal responses to independently read texts, supported by evidence. <i>Optional</i>	Internal	4
Total credit value			21



YEAR OUTLINE

Below is a general outline of the plan for this year. Please be aware that plans can change according to the needs of the class, so use this as a guideline only.

Term One		
Week 2-3	Short text study- text to be confirmed.	
Week 3-10	Literature Study- The Kite Runner Novel to be read in and out of class. Students will explore the novel as they read it and an in depth examination will take place at the end of the first reading.	
Term 2		
Week 1-3	Writing Portfolio Assessment Formal Essay	Formal Assessment: NCEA 2.4. Students will complete their third task for their writing portfolio. There are several opportunities for students to produce work for this assessment. 6 Credits
Week 4-8	Speaking Unit- speech writing, speaking activities. Speeches presented in week 8	
Week 9- 10	Film study- Film TBC	
Term 3		

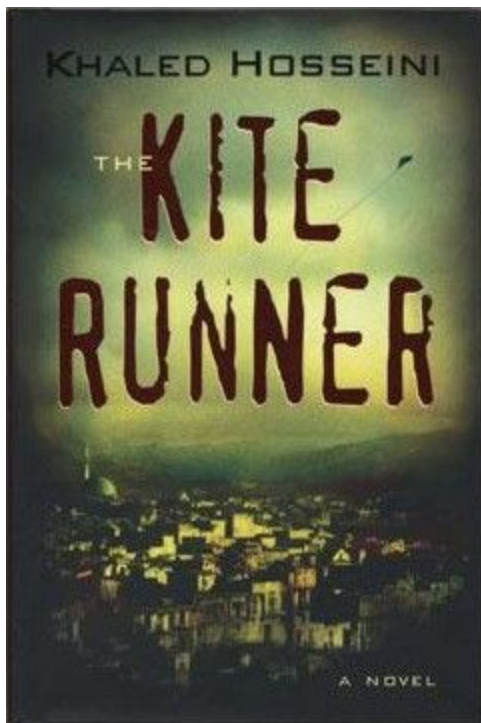


Week 1-5	Creative writing unit and writing portfolio task. <i>Being There</i>	Formal Assessment: NCEA 2.4. Students will complete their third task for their writing portfolio. There are several opportunities for students to produce work for this assessment. 6 Credits
Week 6-7	School Exam Preparation	No Formal Assessment Opportunities
Week 8-9	School Examination Week	<u>Practice Assessment:</u> Students will sit two papers at the end of the year. In this 3 hour exam, they will rehearse the strategies and protocols for the external examination. 2.1- An essay on our written text. 2.3- Understanding unfamiliar texts.
Week 10	Exam deconstruction, wide reading responses.	Wide Reading Assessment Due
Term 4		
This term is dedicated to reassessment (at the discretion of the HOLA) and exam preparation.		

Core Text



While *The Kite Runner* will be the foundation of our course for this year, we will look at many shorter written texts, poems and articles to develop our understanding of the antihero. We will also view films throughout the year to support this learning. These texts are yet to be confirmed.



The Kite Runner tells the story of Amir and the very early mistakes that shape his life. His journey to redeem himself forms the foundation of the plot.

“Because its themes of friendship, betrayal, guilt, redemption and the uneasy love between fathers and sons are universal themes, and not specifically Afghan, the book has been able to reach across cultural, racial, religious and gender gaps to resonate with readers of varying backgrounds.”

– Khaled Hosseini, 2005



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. A printable copy of this can be found on our class blog.



**MOUNT
ASPIRING
COLLEGE**

ENGLISH DEPARTMENT

**ASSESSMENT AUTHENTICITY
STATEMENT**

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: _____

