

LEVEL TWO ENGLISH

PERSONAL RESPONSES TO CONFLICT



TEACHER: Mrs Joanne Waide

INTERNAL ASSESSMENT CREDITS: 13

EXTERNAL ASSESSMENT CREDITS: 8

COURSE OUTLINE:

Human beings differ in their responses to conflict. Personal experiences, abilities, strengths and perceptions, impact individuals' actions when they are faced with extreme adversity. Records of these experiences give insight into the world in which the conflicts took place: we are challenged to see through the individual's eyes and judge for ourselves whether beliefs and actions were justified.

In Level 2 English this year, you will delve into historical and modern literature that gives insight into the human experience during conflict. You will learn about the conventions of War Poetry and Modern War Fiction, constructing a series of your own pieces inspired by the texts studied.

Core texts:

TEXT GENRE	TITLE	AUTHOR/DIRECTOR
Fiction Text	“The Book Thief”	Markus Zusak
Poetry	Selection of World War I and II Poetry	Wilfred Owen Siegfried Sassoon Isaac Rosenberg Jessie Pope Kenneth Slessor Randall Jarrell Keith Douglas

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.

ENGLISH DEPARTMENT POLICIES**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.

AUTHENTICITY STATEMENT

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



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: _____
Student

Signed: _____ Date: _____
Teacher

Standard Title Credits

Standard	Title		Credits
AS 91098 (2.1)	Analyse specified aspect(s) of studied written text(s), supported by evidence <i>Literacy credits for: Reading + Writing</i>	External	4
AS 91100 (2.3)	Analyse significant aspect(s) of unfamiliar written text(s), through close reading supported by evidence <i>Literacy credits for: Reading</i>	External	4
AS 91101 (2.4)	Produce a selection of crafted and controlled writing <i>Literacy credits for: Writing</i>	Internal	6
AS 91102 (2.5)	Construct and deliver a crafted and controlled oral text (Speech presentation)	Internal	3
AS 90854 (2.9)	Form personal responses to independently read texts, supported by evidence	Internal	4

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	Credits	Assessment
1	1 Critical literacy skills and discussion: “Literature of Extremes”/ Close Reading of short film/texts		
	2		
	3 Introduce “Personal Responses” unit/ World War One poets		2.9 (2.1)
	4		
	5 Close reading: “The power of language”		(2.3)
	6 Written Text study: “The Book Thief”		(2.1)
	7		
	8 Checkpoint 1: “Personal responses”		2.9
	9		
	10 War documentaries: “Shadows of shoah”		
	11 Checkpoint 2: “Personal responses/ Begin Oral Text study		2.9/2.5
2	1		
	2 Oral presentations- inspired by literature		2.5
	3 World War Two poets		(2.1)
	4		

	5 Checkpoint 3: “Personal responses”		2.9
	6 Portfolio piece – inspired by literature		2.4
	7		
	8		
	9 Checkpoint 4: “Personal responses”/ “The power of language”		2.9 / (2.3)
	10		
3	1 Putting it together: Essay writing		2.4 (2.1)
	2		
	3		
	4 Checkpoint 5: “Personal responses”		2.9
	5		
	6 Introduce final opportunity for Portfolio piece		2.4
	7 Assessment Week		
	8 Assessment Week		
	9		
	10 Checkpoint 6: “Personal responses” (unit complete)	4	2.9

Term 4 = 3 weeks.

Week 1: 2.4 Portfolio due (6 credits)

Weeks 2 and 3: “Written Text” and “Unfamiliar Text” revision for exams