LEVEL ONE ENGLISH

The nature of Survival

**TEACHER:** Miss Joanne Weggery

**CHALLENGE LEVEL:** Moderate

**INTERNAL ASSESSMENT CREDITS:** 13

**EXTERNAL ASSESSMENT CREDITS:** 4

**SURVIVAL:**

Within each individual is the underlying will to survive. Faced against opposition, trial, pressure and difficulty, a human being has the emotional, mental and physical capacity to conquer fear, pain and distress in inspirational ways. In Level 1 English this year, you will study “The nature of Survival” across Written, Visual and Oral Texts. You will critically analyse how individuals’ actions and choices influence their ability to survive and what human characteristics conquer adversity overall.

**Core texts:**

|  |  |  |
| --- | --- | --- |
| **TEXT GENRE** | **TITLE** | **AUTHOR/DIRECTOR** |
| **Non-Fiction (*Written Text*)** | **“Touching the Void”** | **Joe Simpson** |
| **Film (*Visual Text*)** | **“Rabbit Proof Fence”** | **Philip Noyce** |
| **Poetry (*Written Text*)** | **Selected WW1 and WW2**  **poems** | **Selected war poets** |
| **African American Poetry** | **Selected African American poets** |
| **Short story (*Written Text*)** | **“The Sniper”** | **Liam O’Flaherty** |
| **Speeches (*Oral Text)*** | **“I Have a Dream”** | **Martin Luther King** |
| **Websites: “Significant Connections” resources** | **Novels/Fiction:**  [https://www.goodreads.com/shelf/show/survival-fiction](https://www.goodreads.com/shelf/show/survival-fiction" \t "_blank)  [http://www.barnesandnoble.com/s/?category\_id=716201](http://www.barnesandnoble.com/s/?category_id=716201" \t "_blank)  **Non Fiction:**  [http://www.goodreads.com/shelf/show/survival-adventure-nonfiction](http://www.goodreads.com/shelf/show/survival-adventure-nonfiction" \t "_blank)  **Articles:**  [http://articles.latimes.com/keyword/survival](http://articles.latimes.com/keyword/survival" \t "_blank)  [http://www.rd.com/true-stories/survival/](http://www.rd.com/true-stories/survival/" \t "_blank) | **(Range of providers)** |

**Course Rationale**

The Level 1 English courses at Mount Aspiring College are 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.

**Assessment**

This Level 1 English course will be assessed using a range of NCEA achievement standards outlined on the following page.

• Ample opportunity is given to students to achieve the NCEA Level 1 “Literacy” criteria, both through internal and external assessments – 10 credits are required for this.

• All areas of learning in English will be assessed throughout the year.

• Assessment will 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 2 at Mount Aspiring College (16 Credits) is guaranteed.

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**Assessment Practice 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), but constructive feedback should not compromise the authenticity of students’ work.

In the final phases of the assessment (‘hands off’ phase), it is the student’s responsibility to polish their work to a publication standard.

The Achievement Standards offered in this course may be resubmitted (this is at the teacher’s discretion). However, if a student does not achieve in their resubmission 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 has the right to set final dates for submissions and these will be clearly stated by your classroom teacher.

**Deadlines**

Work submitted late for the Internal Assessment Standards will **not be marked**. If you have a genuine reason why you are unable to submit work by the due date, then you may be able to apply for an extension through the school’s protocols. However, absence from school due to sickness is not normally regarded as an acceptable reason for the non-submission of assessed work. In this event, alternative arrangements, electronic or otherwise should be made.

**Submission of Work**

Teachers will only accept hard-copies of students’ work. Electronic copies will no longer be accepted, except in an emergency situation. 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.**

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| Standard | Title |  | Credits |
| AS90850 (1.2) | Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.  **(Film study)** | External | 4 |
| AS90052 (1.4) | Produce **creative writing**  **(Two tasks – best mark submitted)** | Internal | 3 |
| AS90857 (1.6) | Construct and deliver an oral text  **(Speech presentation)** | Internal | 3 |
| AS90855 (1.7) | Create a visual text  **(Static Image poster)** | Internal | 3 |
| AS90852 (1.8) | Explain significant connection(s) across texts, using supporting evidence.  **(Thematic essay – your selection of texts)** | 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** | **Credits** | **Assessment** |
| 1 | **1** Punctuation, grammar and writing skills. |  |  |
| **2** Close reading of short texts. |  |  |
| **3** **Creative writing 1.4 “Now and Then” (Google Doc)** |  |  |
| **4** |  |  |
| **5** **Creative writing** **due** | **3** | **1.4** |
| **7** Discuss “The nature of survival”  (articles/web links/documentaries) |  |  |
| **8** Written text study:  “Touching the Void” |  |  |
| **9** |  |  |
| **10** |  |  |
| **11 Introduce: 1.8 Significant Connections study and resources** |  |  |
| 2 | **1** **Visual text** (**film) study 1.2: “Rabbit Proof Fence”** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** **Visual Text Essay 1** |  | **1.2** |
| **5** |  |  |
| **6 Significant Connections checkpoint /Introduce Speech Topics** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9 Speech Presentations** | **3** | **1.6** |
| **10** |  |  |
| 3 | **1** **Significant Connections (in class)** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** **Significant Connections due** | **4** | **1.8** |
| **5** **Exam prep: Visual text essay 2** |  |  |
| **6** |  |  |
| **7 Assessment Week** |  |  |
| **8 Assessment Week** |  |  |
| **9** **Static Images** | **3** | **1.7** |
| **10** |  |  |

**Term 4 = 3 weeks. Creative Writing 2 and “Film” revision for examination**



**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