

Avonside Girls' High School

English – ENG333

Course Statement 2009

Aims

Students should be able to:

engage with and enjoy language in all its varieties;

understand, respond to, and use oral, written, and visual language effectively in a range of contexts.

To achieve these aims, students will develop control over the processes associated with using and responding to English language purposefully and effectively through the various aspects of English, which include reading, writing, speaking, listening, viewing and presenting

Course Content

The course will follow the requirements of the **New Zealand English Curriculum (level 8)** and it will build on work from the previous years. Students will read a wide variety of texts and extracts; write in both formal and creative styles; learn to speak formally and listen effectively; view and present visual and dramatic material. The course emphasises thinking critically, exploring language and processing information.

This course will prepare students for assessment against NCEA, Level 3, Achievement Standards and Unit Standard 12905, Level 2 (Wide Reading).

Assessment

Assessment tasks will be both formative, for learning and development, and summative for credit in national qualifications. (See table at the end of this booklet)

Scholarship - Outcome description

The student will respond critically to demanding texts and questions by means of extended, coherent and informed argument. (For further details see Mr Joel)

Format of the assessment - There will be three essays:

Section A Close Reading of Unfamiliar Texts

Section B Response to Literature and Language.

Section C Exploring Issues in Literature and Language

Marking Each essay will be marked out of 8 to give a total of 24 marks

Appeal Procedures

Any queries about assessment decisions should be made to the class teacher when the task is handed back. Formal appeals should be made within a school week of the assessed work being returned to Mr Joel Head of the English Department, who will investigate it further or to the Principal's nominee, Ms Lynch Term 1, Mrs Butler Terms 2, 3 and 4. Work done in pencil or which has 'white out' corrections cannot be reconsidered for appeals. *Appeals need to be lodged within one week of receiving results.*

Reassessment

There are no reassessment opportunities in the Level 3 Achievement Standards.

Achievement Standards for NCEA Level 3 and US12905 Level 2

Name and number of Standard	Credit value	Internal/ External	When	How long	Type of Assessment	Formative Assessment	Summative Assessment
90720 (Vers 2) 3.1 Produce an extended piece of writing in a selected style (Optional)	4	Internal	Week 1/2 Term 3	4 Periods	Writing (4periods) in Creative or transactional style		
90721 (Vers 2) 3.2 Respond critically to written text (studied)	3	External	End of Year Examination	40 mins	Essay (at least 500 words) responding to text	Term 3 Exam	
90722 (Vers 2) 3.3 Respond critically to Shakespearean drama (studied)	3	External	End of Year Examination	40 mins	Essay (at least 500 words) responding to text	Term 3 Exam	
90723 (Vers 2) 3.4 Respond critically to oral or visual text (studied)	3	External	End of Year Examination	40 mins	Essay (at least 500 words) responding to text	Week 2 Term 4	
90724 (Vers 2) 3.5 Respond critically to unfamiliar prose and poetry texts	3	External	End of Year Examination	40 mins	Short answers and paragraphs analysing unfamiliar texts	Term 3 Exam	
90725 (Vers 2) 3.6 Construct and deliver an oral presentation	4	Internal	Seminar on <i>Shakespeare</i> in Second half Term 2	6 mins minimu m	Seminar		
90726 (Vers 2) 3.7 Complete independent research on a literature topic and present findings in written form	4		Introduced in Term 1 Due Week 1 Term 4		Research: Selecting 5/6 texts, keeping a log, writing a written report (800- 1000 words)		
US 12905 (vers 3) Read an inclusive variety of written texts and record the experience	4 Level 2		Introduced in Term 1 Due Week 4 Term 4		Selecting 9 texts, keeping a log, writing a written response to each		

