

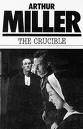
JOHN MCGLASHAN COLLEGE

ENGLISH DEPARTMENT

LEVEL 2 English 2012

Course and Assessment Handbook





**JOHN MCGLASHAN COLLEGE**

**LEVEL 2 ENGLISH ASSESSMENT 2012**

This is a full year course that enables you to gain credits for Level Two NCEA.

There are three external achievement standards and a maximum of three internal. You will have some choice as to what standard you want to be assessed against and what format your assessment will take.

Here are the Achievement Standards against which students will be assessed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AS** | **Title** | **Credits** | **Mode** | **Notes** |
| 2.1 | Analyse specified aspect(s) of studied written text(s), supported by evidence. | 4 | External | See the NZQA website for examples of past exam papers and exemplars of student work. |
| 2.2 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence. | 4 | External | See the NZQA website for examples of past exam papers and exemplars of student work. |
| 2.3 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. | 4 | External | See the NZQA website for examples of past exam papers and exemplars of student work. |
| 2.4 | Produce a selection of crafted and controlled writing. | 6 | Internal | This will be compiled during the year, and submitted in term three. Your teacher will give you a deadline closer to the time |
| 2.5 | Construct and deliver a crafted and controlled oral text. | 3 | Internal | This will be assessed in term one. Your teacher will give you a deadline closer to the time |
| You will also choose one of the following standards for assessment of your personal project: | | | | |
| 2.6 | Create a crafted and controlled visual and verbal text. | 3 | Internal | This will be assessed in term two. Your teacher will give you a deadline closer to the time |
| 2.7 | Analyse significant connections across texts, supported by evidence | 4 | Internal | This will be assessed in term two. Your teacher will give you a deadline closer to the time |
| 2.10 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence. | 3 | Internal | This will be assessed in term two. Your teacher will give you a deadline closer to the time |

Specific criteria for each standard will be issued to students well in advance of each assessment but students can view this information any time on the NZQA website: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/english/level-2/>

Students should also consult the NZQA website for past exam papers, exemplar material and exam spe

**SUMMARY OF IMPORTANT ASSESSMENT POLICIES**

Students should also refer to the college’s “NZQA Assessment Reference Booklet 2012” for more comprehensive information.

1. Missed assessments

(a) All deadlines must be met.

(b) Work which is late will not be accepted unless an extension has been agreed with the HoD before the due date.

(c) In the case of legitimate absence due to illness, an assessment opportunity will still be provided.

2. **Resubmissions**

A resubmission means that you have just missed out on achieving a particular level. If this is the case, you will be given the chance to fix up your assessment, and have it assessed again. You will get a general idea of what aspect needs to be improved but you will have to work out for yourself how to go about this. Resubmissions will be completed quickly – your teacher will give you a new deadline depending on the complexity of the task.

**3 Further Assessment Opportunities**

A Further Assessment Opportunity means that you complete an entirely NEW assignment, and submit it for assessment, in order to improve on your first mark

(a) Further Assessment Opportunities will be offered during the after-school tutorial programme. If you cannot attend at this time, you can negotiate a more suitable time with the HoD.

(b) Students will be permitted one Further Assessment Opportunity for MOST internally assessed standard. The writing portfolio (2.4) is an exception to this, given the length of time involved

(c) **No Further Assessment Opportunities will take place in Term 4.** This is to allow students to focus on the upcoming exams.

(d) No Further assessment opportunities will be offered unless the first assessment has been attempted and completed.

**4. Work not yet ready for assessment.**

Occasionally, your teacher may not accept your work for marking, as it is judged to be not yet ready for assessment. In this case, you will receive no grade but will be given an indication of why this judgment has been made, and what you need to do, in order for your work to be graded. This is not a resubmission, as your work has not been formally assessed. Your teacher will then give you a second deadline.

**5 Appeals**

Appeals against grades are to be made immediately the grades are awarded, in accordance with the school policy.

**6 Storage of student work**

Student work will be retained for two years for moderation and authenticity purposes.

**7 Authenticity**

(a) All work submitted must be your own. Cheating either by plagiarism or collusion will result in no grade being awarded and no reassessment opportunity.

(b) Each piece of work submitted for assessment must have a completed and signed “Statement of Authenticity” attached.

(b) Where practicable, all assessment work will take place in the classroom under supervised conditions. Some planning and preparation may be done at home.

(c) Students may be requested to submit evidence of authenticity eg plans, drafts, notes.

(d) Any student who is proved to be academically dishonest by either plagiarism, collusion, or other academically dishonest means, will not be awarded a prize at the senior prize-giving.

**8 Quality assurance**

It is vital that assessment decisions are fair and an accurate reflection of the standards. To ensure this, a number of practices exist.

(a) Internal moderation. Student work is team assessed by a number of teachers in the English Department to ensure consistency with the standard.

(b) One teacher assesses one standard for all classes. This is important for school exams.

(c) The national moderation system checks the school’s assessment decisions for a specified number of standards each year.

**HOW TO SUCCEED IN LEVEL 2 ENGLISH**

Level 2 English is not easy. You will find it considerably harder than Level 1. It is impossible to achieve highly by “cruising” through the year then studying hard at the end. In essence, there are five basic things you need to do to succeed.

1 Come to class.

2 Do the work.

3 Put in some effort.

4 Follow your teacher’s advice.

5 Be positive.

Obviously some ability in English will help but these fundamental points are valid. You will do well in Level 2 English if you actually read the texts carefully, think about them, discuss them, read similar texts and in general, you *get involved* with the course content.

**ORGANISING YOUR WORK**

One really important thing to do is keep your folder well organized. Your teachers plan lessons in a specific sequence for a reason so it is useful to keep that sequence in your notes. Add pages of notes and new handouts to the back of that particular section of the folder. This allows you to read your notes a logical sequence, like a text book.

Set up your folder in the following sections using subject dividers and be tidy as you put papers and handouts into it.

1 Toolbox – terminology, vocabulary… Use last year’s toolbox if you still have it.

2 Unfamiliar texts

3 Novel study

4 Film study

5 Poetry

6 Personal Project

**HOMEWORK**

You always have homework. You will have to plan and/or work on your internals. You should look up past exam questions on the NZQA website and practise them. Your teacher will also require you to complete other specific homework tasks throughout the year.

**PREREQUISITS FOR LEVEL THREE ENGLISH**

Students must have gained 12 credits from Level 2 English, including at least 4 credits from externally assessed standards. It is strongly recommended that students have also achieved English 2.4.Reminder: no reassessment for internals will take place in term 4.

**JOHN MCGLASHAN COLLEGE ENGLISH DEPARTMENT**

**LEVEL 2 ENGLISH 2013 – FURTHER ASSESSMENT INFORMATION**

Here is a summary of your NCEA assessment in English this year.

You will still sit three externals:

|  |  |
| --- | --- |
| 2.1 | Analyse specified aspect(s) of studied written text(s), supported by evidence.  (4 credits) |
| 2.2 | Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence. (4 credits) |
| 2.3 | Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence. (4 credits) |

You will submit a writing portfolio. This can be formal writing, creative writing or both. You can choose the text type (genre) and the style of writing you want to do.

|  |  |
| --- | --- |
| 2.4 | Produce a selection of crafted and controlled writing. (6 credits) |

You will deliver an oral presentation.

|  |  |
| --- | --- |
| 2.5 | Construct and deliver a crafted and controlled oral text. (3 credits) |

You will complete a personal project. You will have a great deal of choice with this project:

* You will choose your own topic. It may be an extension of the work done in class or it may be an area of special interest to you. It must be related to English, though, and your teacher must approve your choices.
* You will choose which Achievement Standard (see the chart below) you want to be assessed against.

|  |  |
| --- | --- |
| 2.6 | Create a crafted and controlled visual and verbal text (3 credits) |
| 2.7 | Analyse significant connections across texts, supported by evidence. (4 credits) |
| 2.10 | Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence. (3 credits) |

* You will also choose how you present your work for assessment. (eg written report, oral presentation, short film, blog…)

Over the page is an example of what some students might have planned as an extension to their film study (Len Wiseman’s film *Underworld*). You can see that this is a chance to “play to your strengths.”

Reminder: no reassessment for internals will take place in term 4.

|  |  |
| --- | --- |
| **Example 1** | |
| Draft Personal Project title | The Evolution of the Vampire Film |
| Abstract – brief outline | I want to examine 4 – 5 vampire films and look at how the genre has changed over time. I want to start with *Dracula* and also include *Blade*, *Underworld* and *Twilight* and focus on the way the main character is depicted. My final essay will have clips from the film, intercut with shots of me explaining my ideas. |
| Achievement Standard for assessment | 2.6 Create a crafted and controlled visual and verbal text (3 credits) |
| Mode of assessment | Visual essay |
| Teacher’s notes (eg assessment task) | TKI 2.6B “Delving into ideas from texts” from TKI |
| Teacher’s approval (signature) |  |

|  |  |
| --- | --- |
| **Example 2** | |
| Draft Personal Project title | The Evolution of Vampires from Villains to Heroes |
| Abstract – brief outline | I want to examine 4 – 5 vampire stories and look at how vampires have changed from being creatures we must fear to heroes we can fall in love with. I want to start with the novel *Dracula* and also include the films *Blade*, *Underworld* and the novel *Twilight* and focus on the way the characters are depicted. |
| Achievement Standard for assessment | 2.7 Analyse significant connections across texts, supported by evidence. (4 credits) |
| Mode of assessment | Written report - essay |
| Teacher’s notes (eg assessment task) | TKI 2.7A “Sinking your teeth into texts” slightly adapted |
| Teacher’s approval (signature) |  |

|  |  |
| --- | --- |
| **Example 3** | |
| Draft Personal Project title | The Decline of Religion and its Connection to Vampire Films |
| Abstract – brief outline | I want to examine 4 – 5 vampire films and look at how the mise-en-scene of the films has changed. I want to start with *Dracula* and also include *Blade*, *Underworld* and *Twilight* and focus on the way religious symbolism has disappeared from modern texts. I also want to consider why this occurred. |
| Achievement Standard for assessment | 2.10 Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence. (3 credits) |
| Mode of assessment | Oral presentation – with clips from DVD to analyse. |
| Teacher’s notes (eg assessment task) | TKI 2.10B “Sound and Vision” slightly adapted |
| Teacher’s approval (signature) |  |