

2021 SENIOR COURSE INFORMATION

HEAD OF SUBJECT - Ms Shelley Morgan

ENGLISH

| | YEAR 11 | YEAR 12 | YEAR 13 |
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| Course Content | <p>NCEA Level 1 <i>Most students should be working at Level 6 of the New Zealand Curriculum</i> Students will: Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. Listening, reading, and viewing Show a developed understanding of: how texts are shaped for different purposes and audiences; ideas within, across, and beyond texts; how language features are used for effect within and across texts; a range of structures. Speaking, writing, and presenting Show a developed understanding of how to shape texts for different audiences and purposes. Select, develop, and communicate connected ideas on a range of topics. Select and use a range of language features appropriately for a variety of effects. Organise texts, using a range of appropriate, effective structures.</p> | <p>NCEA Level 2 <i>Most students should be working at Level 7 of the New Zealand Curriculum</i> Students will: Integrate sources of information, processes, and strategies purposefully, confidently and precisely to identify, form, and express increasingly sophisticated ideas. Listening, reading, and viewing Show a discriminating understanding of: how texts are shaped for different purposes and audiences; ideas within, across, and beyond texts; how language features are used for effect within and across texts; a range of structures. Speaking, writing, and presenting Show a discriminating understanding of how to shape texts for different audiences and purposes. Select, develop, and communicate sustained ideas on a range of topics. Select and integrate a range of language features appropriately for a variety of effects. Organise texts, using a range of appropriate, coherent, and effective structures.</p> | <p>NCEA Level 3 <i>Most students should be working at Level 8 of the New Zealand Curriculum</i> Students will: Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. Listening, reading, and viewing Show a discriminating understanding of: how texts are shaped for different purposes and audiences; ideas within, across, and beyond texts; how language features are used for effect within and across texts; a range of structures. Speaking, writing, and presenting Show a discriminating understanding of how to shape texts for different audiences and purposes. Select, develop, and communicate sustained and insightful ideas on a range of topics. Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects. Organise texts, using a range of appropriate, coherent, and effective structures.</p> |
| Level 1 Recommended Prior Achievement Level/Level 2 & 3 Prerequisites | An appropriate level of achievement in both Year 10 exams and classwork. | At least 1 Writing Standard (1.1, 1.2) Plus satisfactory completion of the Year 11 course | At least 1 Writing Standard (2.1, 2.2, 2.3, 2.4) and 1 Reading Standard (2.1, 2.2, 2.3, 2.4). |
| Assessment | <p>Students will be offered 1 Internal Standard (4 credits) and 1 External Standard (4 credits) Standards for 2021 have not yet been selected</p> <p>Internal 1.10 Form personal responses to independently read texts, supported by evidence (4)</p> <p>External 1.1 Show understanding of specified aspect(s) of studied written text(s), supported by evidence (4)</p> | <p>Achievement Standard –</p> <p>14credits internally assessed, 8 credits externally assessed</p> <p>Internal 14credits Compulsory. These standards provide students with access to University Entrance Literacy.</p> <p>2.4 Produce a selection of crafted and controlled writing (6)</p> <p>2.8 Use information literacy skills to form developed conclusions (4)</p> <p>2.9 Form developed personal response to independently read texts supported by evidence (4)</p> <p>2.10 Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence (3)</p> <p>External (8 credits) Compulsory TWO of the below: 2.1 Analyse specified aspect(s) of studied written text(s), with supporting evidence (4) 2.2 Analyse specified aspect(s) of studied visual or oral text(s), with supporting evidence (4)</p> | <p>Achievement Standard - credits Internally assessed: Up to 14 credits from the below standards It is recommended that these include Achievement Standards 3.4 and 3.9</p> <p>3.4 Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas (6)</p> <p>3.5 Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas (3)</p> <p>3.6 Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language (3)</p> <p>3.7 Respond critically to significant connections across texts, supported by evidence (4)</p> <p>3.8 Develop an informed understanding of literature and/or language using critical texts (4cr)</p> <p>3.9 Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence (3)</p> <p>External (8 credits) Compulsory 3.1 Respond critically to specified aspect(s) of studied written text(s), supported by evidence (4)</p> |

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| | | 2.3 Analyse significant aspect(s) of unfamiliar written text(s) through close reading, using supporting evidence (4) | 3.2 Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (4) 3.3 Respond critically to significant aspect(s) of unfamiliar written texts, through close reading, supported by evidence (4) |
| Costs | To be advised | To be advised | To be advised |