

Knowledge Through Suffering

A STUDY OF THE GENRE OF TRAGEDY

Prepared for NCEA LEVEL 3
by Miss Macdonald

CONTEXT

Humans, I believe, do not like being reminded of their own mortality. They dislike remembering that they are not invincible and that horrible things can happen to them. There is a feeling of relief, almost of satisfaction, when we watch, read or hear about tragic things that happen to others. The instant thought of “at least it’s not me” cannot seem to help but pass through our minds.

The genre of tragedy allows people to experience this release of emotions. To appreciate that their lives are pretty damn chipper compared to the characters in the stories who face a fate you wouldn’t wish upon your worst enemy. Tragedy explores the “insanity, of man, pressed beyond the limit of endurance” with a series of unifying stylistic elements. It is these elements, the identifying, analysing and critical review of them, that creates the foundation of this course.

During this program of study, we will explore how the creators of texts use language to express the common elements of a tragic piece of literature. This course is designed to challenge you, to confront you and to push you to use and appreciate language as you never have before.



COURSE RATIONALE

This course is a culmination of over 12 years of learning in English. By this stage students are very sophisticated in their approach to the subject and the Level Three NCEA course is designed to enable them to further develop their critical thinking skills alongside developing their own voice. As 14 Level Three NCEA credits in English are a prerequisite for University Entrance, there is a continued emphasis on high levels of achievement in national assessments. 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.

This Level Three English course also delves into the world of Media and leverages the critiques found in contemporary literature to heighten the students' awareness of the ways modern society is controlled and manipulated by what it reads, watches and hears in the mass media. We strive to challenge, motivate and inspire our students by exposing them to material that is original, relevant and of a high standard.

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:

1. Ensure the completed piece is published on your blog headed with the Assessment Title and NCEA Achievement standard number
2. The blogging system will record the time and date of the final edit.
3. 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.

LATE WORK

Work submitted late for the internal assessment Standards will not be marked. You may have the opportunity to gain the credits through reassessment, if available. If you have a genuine reason why you are unable to submit work by the due date, then you are able to apply for an extension. However, this should occur prior to the due date, not after it. Absence from school due to sickness is not normally regarded as an acceptable reason for the non-submission of assessed work. Alternative arrangements, electronic or otherwise should be made in this event.



WHAT'S BEING ASSESSED?

Standard	Title		Credits
91472 3.1	Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	External	4
91475 3.4	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.	Internal	6
91476 3.5	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	Internal	3
91478 3.7	Respond critically to significant connections across texts, supported by evidence.	Internal	4
91480 3.8	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence.	Internal	3
Total credit value			21



YEAR OUTLINE

Below is a general outline of the plan for this year. Please be aware that plans can change according to the needs of the class, so use this as a guideline only.

Term One		
Week 1-3	Shakespearean Language Study.	No Formal Assessment Opportunities
Week 4	Introduction to the origins of Tragedy.	No Formal Assessment Opportunities
Week 5-6	Time period inquiry/essay reading/reflection?????	
Week 6-11	Reading, discussion and study of King Lear, by William Shakespeare.	No Formal Assessment Opportunities
<p>This term is all about laying the foundations of our course and understanding the term “tragedy”. There will be a large focus on the stylistic elements of tragic literature as well as the language used to develop these elements. A large portion of our time this term will be spent reading and studying King Lear.</p>		
Term 2		
Week 1-2	Formal Language Study- Essays and extracts by William F Tamblyn, Thomas R Price and others TBC. Formal Writing Workshops	No Formal Assessment Opportunities
Week 3-4	Writing Portfolio Task One	<p>Formal Assessment: NCEA 3.4.- Students will complete their first task for their writing portfolio. There are several opportunities for students to produce work for this assessment.</p> <p>6 Credits</p>



Week 5-9	Visual Language Study: <i>Gladiator</i> .	Formal Assessments: Possible: 3.4 task two. Confirmed: 3.8- Close Viewing Credits: 3
Week 10	Introduction to Speeches and speaking workshops.	No Formal Assessment Opportunities
<p>This term, students will begin to explore tragedy in a new medium: visual text. A large portion of the term will be spent analysing and critically evaluating how directors use visual language to capture the same elements of the genre of tragedy that writers do.</p> <p>Another focus will be writing and the crafting of formal essays.</p> <p>The speaking standard will be introduced to the class so they can work on it over the holidays.</p>		
Term 3		
Week 1-2	Editing, practicing and delivery of speaking assessment.	Formal Assessment: 3.5: Crafting and Delivering an oral text. 3 Credits
Week 3-6	Writing Portfolio Task- TBC	Formal Assessment: NCEA 3.4.- Students will complete their first task for their writing portfolio. There are several opportunities for students to produce work for this assessment. 6 Credits
Week 7	School Exam Preparation	No Formal Assessment Opportunities
Week 8-9	School Examination Week	<u>Practice Assessment:</u> Students will sit one paper at the end of the year. In this 3 hour exam, they will rehearse the strategies

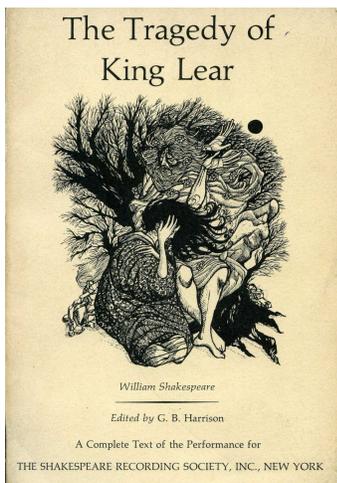


		and protocols for the external examination. 3.1- An essay on our written text.
Week 9-10	Significant connections preparing and drafting.	No Formal Assessment Opportunities
<p>This term students will unleash their creativity. The program for term 3 allows students to explore ideas, issues and elements of the gothic genre that interest them. They can express this through both the speech and the creative writing tasks. Students will also prepare for their NCEA external examinations by sitting the school exams. Students can expect to be reading independently during this term for their 2.9 assessment.</p>		
Term 4		
Week 1	Significant Connections Final Essay	Formal Assessment: 3.7- Significant Connections 4 Credits
Week 2 onwards	External Examination Preparation	No Formal Assessment Opportunities
Wednesday 21st November	NCEA Level 3 English Exam Students will have 3 hours to complete the paper assigned to this course. They are then marked by external markers and students will receive the results in January.	Formal Assessment: 3.1-Respond critically to specified aspect(s) of studied written text(s), supported by evidence 4 Credits



CORE TEXTS

Throughout the year, we will be using a range of literature that falls into the genre of tragedy. We will be using a range of written and visual texts from a range of authors. The texts and authors listed below form the bulk of where we will direct our focus.



King Lear by William Shakespeare

"A play in which the wicked prosper and the virtuous miscarry"

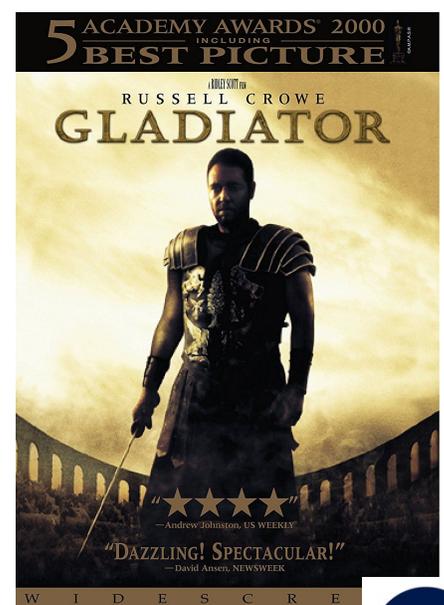
-Johnson

A gut-wrenching exploration of how much a man can take and also how much he can bring upon himself. Everything that can go wrong in a story, goes wrong in this Shakespearean play. Then, just as you think things are on the improve, it all goes wrong again. The elements of a tragic piece of literature are expressed with Shakespeare's signature poetic language. It is this language that we will explore, discuss and evaluate and in doing so, we will look to identify and critically examine the elements of tragedy in this play.

Gladiator directed by Ridley Scott

"Father of a murdered son, husband to a murdered wife and I shall have my vengeance in this life or the next."

Though the film itself was released in 2000, it follows a story set in the Roman Empire. *Gladiator* not only provides opportunities to analyze how visual language manipulates an audience, it gives us a platform to compare *King Lear* and other tragic works from. There may be the opportunity to look at other films by Ridley Scott to see how he uses the conventions of tragedy across many of his films.



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. A printable copy of this can be found on our class blog.



**MOUNT
ASPIRING
COLLEGE**

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: _____

