



Doublethink

ATTITUDE RECTIFIED. DOUBLEPLUSGOOD.

LEVEL 3 COURSE OUTLINE 2018

doublethink

'dʌb(ə)lθɪŋk/

noun: doublethink; noun: double-think

The acceptance of contrary opinions or beliefs at the same time, especially as a result of political indoctrination.



TEACHER: Chris Waugh

CHALLENGE LEVEL: Challenging

EXTERNAL ASSESSMENT: 40%

STYLE: Emphasis on Language Analysis.



Content

Choosing **Doublethink** as your English programme for Level 3 means that, you probably find the darker, more **dystopian** aspects of world literature attractive; you're somehow inexorably drawn to the unusual and deep down you sense that something is rotten in the state of... This programme will take a media-savvy **journalistic** approach. You'll need to **think fast, question everything** and be willing to **speak up**. You will be asked to challenge yourself, take risks and show **ambition**.

We'll be reading the work of some of the 20th Century's greatest satirists, poets and activists. We'll explore modern text communication, **political and online language** and compare this with our **own speech** to learn how the wool can be so easily pulled over our eyes. We'll look at the **grammar and style** of a range of **journalistic writing** and **publish** our own. We'll explore how our very **language** itself can control our thoughts and - if we're not careful - limit our freedom. We'll read one of the 20th Centuries most disturbing political novels, George Orwell's **Nineteen Eighty Four** and explore modern anti-heroes such as **Donnie Darko** and **A Clockwork Orange's** Alex De Large. Throughout, you will be practising the key skills required to succeed in your NCEA programme.

In parallel to this everyone will be completing for homework their own longitudinal **genre inquiry** by investigating links between self-selected books, films and art and presenting these in documentary form.

Course Rationale

A sound knowledge of English Language and Literature is arguably more essential to your future than ever before. We live in unsettling times, and no matter from which side of the deepening political divide you hail, a critical mind and a deft appreciation of the subtleties of the English language are going to be essential for our survival

This course builds on your 12 years of development in English to offer you an opportunity to excel, and in doing so empower yourself as you look towards making your first steps into the world at large.

Online Learning

This course involves the use of Wordpress blogging in order to provide access to all learning resources and, more importantly, to provide students with a publishing platform for their work.

Everything related to this course will be published via the class hub at the address:

level3.edutronic.net

"Political language. . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind."

GEORGE ORWELL



Assessment

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.

FEEDBACK

This will be given in class, on your work and in Kamar. You can talk about your progress and draft work with your teacher during class time or by organising a one-on-one meeting. Your teacher will respond to your emails during office hours (9am – 5pm, Monday to Friday) so please ensure you don't leave questions about your assessment work until the last minute, as a response outside office hours is unlikely.

SUBMISSION OF WORK

Teachers will only accept hard-copies of students' work. Electronic copies will no longer be accepted. 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.

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.

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
3.1 EXTERNAL	Respond critically to specified aspect(s) of an extended written text, supported by evidence. Literacy credits for: Reading and Writing	4
3.2 EXTERNAL	Respond critically to specified aspect(s) of a visual or oral text(s) supported by evidence Literacy credits for: Writing	4
3.4 INTERNAL	Produce a selection of crafted and coherent writing Literacy credits for: Writing	6
3.5 INTERNAL	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3
3.7 INTERNAL	Respond critically to significant connections across texts, supported by evidence	4
	TOTAL	20 or 21