

# The Title Goes Here

## Achievement Standard 91106

4 Credits  
Version 2

Prepared for NCEA LEVEL 2  
by Mrs Plunkett

### Context

When we read realism, we are offered a window into a part of the world that we maybe haven't experienced before. Given the setting and characters in the text are easily identifiable, we are able to delve into some of the very human issues that realism explores. Far from being mundane, you can think of realism as being like a teleporter for your mind, offering you an escape from your everyday life to take a trip into someone else's world.

### Student Instructions

This activity requires you to compile and read a group of texts that either fall under the genre of realism.

You need to independently select, read, and comment on six texts throughout the year. To assist you, I have made a list of suggestions of texts you might consider. You can find this list on our classroom blog under the title "2.9- Wide Reading".

You must form developed personal responses to each of your chosen texts and support these with evidence from that text.

Often, people submit these responses in the form of a written report. If you wish to explore the possibility of submitting the response via a podcast, please speak to Mrs. Plunkett.



### The Timeline

You will be selecting, reading and commenting on texts over the course of the year. The final due date for these responses is **the last Friday of Term 3 at 5 pm (Friday 25th September)**. All responses are to be posted to your English blog as per department procedure.

There is a final due date, as mentioned above for this assessment, however, below you will find a timeline of suggested dates to have your responses written by in order to avoid a large workload at the end of the year. Failure to meet the final due date will result in a “Not Achieved” grade for this assessment.

Response One	Friday 20th March
Response Two	Friday 1st May
Response Three	Friday 5th June
Response Four	Friday 3rd July
Response Five	Friday 21st August
Response Six	Friday 25th September



### Text Selection

You must select **six** texts in total. **Two** of your chosen texts must be extended written texts (novels, biographies etc.). You can have no more than **two visual texts** (film) included in your responses. Your other texts should be made up of texts such as short stories, songs, poems, articles etc.

Make sure you clear your selection with me first as the texts you read must be sophisticated enough for NCEA Level 2.

In order to help you select texts to read, I have created a “Goodreads” list for you to have a look at. It lists both novels and short stories. This is a list of suggestions and not a “must read” list.

### The Process

First, you need to do some reading! As you read, make note of any important or interesting quotations you come across that you think you might like to use in your discussion of the text.

At the end of your text, think about how the author presented the genre of realism. There are several avenues you could go down for this:

- Characters: the text could have an antihero in it that you would like to comment on. Alternatively, the character you choose to focus on could be an actual hero, villain or a run of the mill protagonist or antagonist.
  - Setting: the time and place of the story, the social or historical context
    - Themes
    - Plot events
  - Conflict: internal, inter-personal or external.

First of all, think about the function of the genre: the creation of a window into another life in order to enlighten. Think about what window has been created and what you have come to learn or understand better about places, people, events or humanity. Consider the aspect of the text that you wish to comment on- what did you learn from it? What comment about the nature of society was made? Does it offer escape and why is that a valuable experience for a reader?



Think about how the author has crafted the story. Consider their point of view on the ideas, characters and settings. How do their perspectives contrast or match your own?

Consider if there is a social message in the story. Is there a lesson to be learnt? Maybe the author is trying to warn us about a social issue. Consider how 'society' would react to the text and why. Society could be "on the whole" or more specific (age, gender, sexual orientation, ethnic groups, religious beliefs, political backgrounds, socio-economic areas).

Craft your response to the text and submit it **via your blog** on or before the due date.

### **Crafting Your Response**

Exemplar material will be available on the classroom blog. These examples are to show you how you should structure your responses and model the level of response to the text that you should aim for. They are deliberately selected because they do not deal with the same theme or genre as our course this year. This means they do not "give you the answers". Please treat them as a guide only.

There will also be a structure template for you to use. This will also be on the blog.

You should aim to write around 800 words for each response. There is no **minimum** or **maximum** for this task and this number is a guideline only.



### The Marking

You will be given an “N A M E” grade for each response that you submit and I will use the marking schedule below to help me determine this.

Achieved	Achieved with Merit	Achieved with Excellence
<p>The student independently reads and forms developed personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> <li>· selects and reads at least six texts themselves</li> <li>· demonstrates personal understandings of, engagement with, and/or viewpoints on the texts</li> <li>· may respond to links between the texts and themselves, such as personal contexts and prior knowledge</li> <li>· may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts</li> </ul> <p>presents personal responses in a written or oral format or a combination of both.</p>	<p>The student independently reads and forms developed, convincing personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> <li>· selects and reads at least six texts themselves</li> <li>· demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts</li> <li>· presents understandings/viewpoints that are reasoned, clear and relevant</li> <li>· may respond to links between the texts and themselves, such as personal contexts and prior knowledge</li> <li>· may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts</li> </ul> <p>presents personal responses in a written or oral format or a combination of both.</p>	<p>The student independently reads and forms developed, perceptive personal responses to at least six texts. This means that the student:</p> <ul style="list-style-type: none"> <li>· selects and reads at least six texts themselves</li> <li>· demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts</li> <li>· presents understandings/viewpoints that are, insightful and/or original</li> <li>· may respond to links between the texts and themselves, such as personal contexts and prior knowledge</li> <li>· may respond to links between the texts and the world, such as connections with knowledge, experience, ideas, and imagination from social, cultural, literary, political, or historical contexts</li> </ul> <p>presents personal responses in a written or oral format or a combination of both.</p>

