

# Knowledge Through Suffering

## A STUDY OF THE GENRE OF TRAGEDY

Prepared for NCEA LEVEL 3

2020

by Mrs. Plunkett

### CONTEXT

*"Show me a hero and I'll write you a tragedy." –F. Scott Fitzgerald*

Humans 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. You will be exposed to the history of one of the most enduring genres of literature in the world. The texts we study are part of a body of literature that has shaped western philosophy. 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
91474 3.3	Respond critically to significant aspects of unfamiliar written texts through close reading, 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
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 1-2	Shakespearean Language Study and introduction to Aristotle	No Formal Assessment Opportunities
Week 3-7	Reading and exploration of <i>King Lear</i> .	No Formal Assessment Opportunities
Week 8-9	Writing Workshops	
Week 10-11	Writing Portfolio Assessment: The Tragic Hero	Formal Assessment: NCEA 3.4.- Students will complete their first task for their writing portfolio. 6 Credits
Term 2		
Week 1	The Roman Tragedy: Revenge Exploration of Senecan Tragedy.	
Week 2-7	Close Viewing of <i>The Gladiator</i> . Links to both Aristotle and Seneca	Formal Assessment: NCEA 3.4.- Students will complete their second task for their writing portfolio. 6 Credits
8-10	American Tragedy: Citizen Kane, Death of a Salesman (The common man tragedy)	
Term 3		
Week 1-5	Speaking (Debating)	Formal Assessment: NCEA 3.5 Students will deliver debates against their peers in a task designed to give them the



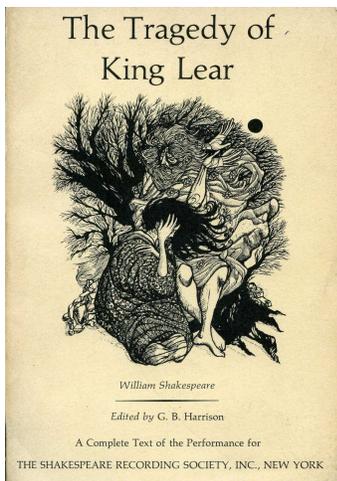
		chance to achieve <b>3 credits</b> for speaking.
Week 6	Significant Connections Planning and drafting	
Week 7-8	Exam Prep	
Week 8-9	School Examination Week	<u>Practice Assessment:</u> Students will sit one paper at the end of the year. In this 3 hour exam, they will rehearse the strategies and protocols for the external examination. 3.1- An essay on our written text. 3.3- Close Reading
Week 9-10	Significant Connections Publishing Periods	Formal Assessment: NCEA 3.8 Students will be working on a task that gives them the opportunity to achieve <b>4 credits</b>
<b>Term 4</b>		
This term is dedicated to exam preparation and reassessment (at the discretion of the HOLA).		



## 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.

*Students will also be expected to be reading This will allow them to understand the genre with a wide range of literature behind them. They will be supplied with a reading list early in term 1 to assist them with their choices.*

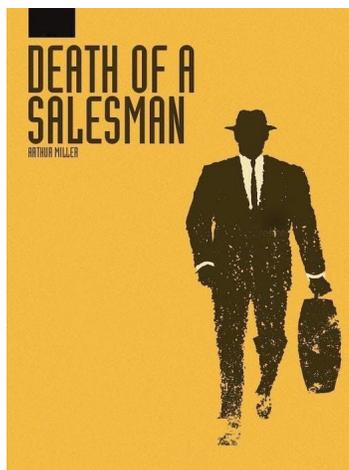


**King Lear** by William Shakespeare

*"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.



*independently for this course.*



## 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: \_\_\_\_\_

