

The Fear Factor

Achievement Standard 91106

4 Credits
Version 2

Prepared for NCEA LEVEL 2
by Mrs Plunkett

Context

Everyone feels fear. It is a fundamental human concept which is so vital to our survival that the brain houses our ability to feel fear right in the middle, where it is thought to be one of the most protected structures of the human body.

The authors of gothic fiction deal with fear in a unique and highly stylised fashion. To enhance our understanding of the central idea of this year's course, your task is to embark on a journey through literature that showcases the way that humans deal with fear. The good, the bad and the, well, scary.

Student Instructions

This activity requires you to compile and read a group of texts that communicate ideas about fear.

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.

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.

The Timeline

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 6th March
Response Two	Friday 10th April
Response Three	Friday 29th May
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.

At the end of your text, think about what the author said about fear in the text.

Consider the means by which the author communicated their ideas about fear. They could have used literary devices such as setting, character, plot events, narrative point of view, symbolism or language devices (metaphor, allusion etc.).

Think about how the author's point of view might reflect or contrast with your own ideas about fear.

Consider what views society holds about fear and how these are reflected or contrasted by the author. 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 exemplars 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">· selects and reads at least six texts themselves· demonstrates personal understandings of, engagement with, and/or viewpoints on the texts· may respond to links between the texts and themselves, such as personal contexts and prior knowledge· 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 <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">· selects and reads at least six texts themselves· demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts· presents understandings/viewpoints that are reasoned, clear and relevant· may respond to links between the texts and themselves, such as personal contexts and prior knowledge· 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 <p>presents personal responses in a written or oral format or a</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">· selects and reads at least six texts themselves· demonstrates significant personal understandings of, engagement with, and/or viewpoints on the texts· presents understandings/viewpoints that are, insightful and/or original· may respond to links between the texts and themselves, such as personal contexts and prior knowledge· 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 <p>presents personal responses in a written or oral format or a</p>



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