

“Fabulous Fitz”

AS90852: Explain significant connection(s) across texts, using supporting evidence.

NCEA Level 1 English

Version 1

4 Credits

Achievement	Achievement with Merit	Achievement with Excellence
Explain significant connection(s) across texts, using supporting evidence.	Convincingly explain significant connection(s) across texts, using supporting evidence.	Perceptively explain significant connection(s) across texts, using supporting evidence.

Context

Over the course of this year, you have read and explored a range of texts crafted by the renowned author, F Scott Fitzgerald. We have discussed how Fitzgerald constantly writes about similar characters, themes and uses similar techniques in his stories.

This assessment gives you the opportunity to explore an element of Fitzgerald’s writing in an essay format. You will select four texts either written by or inspired by Fitzgerald and explain a significant connection across the texts.

You can use texts that we have studied this year in class and any you have read independently.

Preparation

- Write a list of the texts you have read that have been written or inspired by F Scott Fitzgerald this year. These could include **no more than three** of the following texts that we have read and discussed in class:
 - *The Great Gatsby*
 - *The Curious Case of Benjamin Button* (the film inspired by the story OR the short story).
 - *Winter Dreams*
- You need to have **at least one** self-selected text. There is also a collection of short stories written by Fitzgerald on our classroom blog. You may choose to read something from this.
- Make a list of things that are similar across the texts. This could include any of the following significant elements:
 - Characters
 - Themes (illusion, identity, dreams)
 - Settings
 - Symbols
 - Language Features (allusion, metaphor)
 - Narrative POV
- Select one significant connecting factor that you can see across the four texts. For each text, note down 1-2 quotes and any supporting details that highlight the connecting element.
- Complete the 'Domino Plan'. Your teacher will have a hard copy of this or you can find it on the blog as an electronic template. While doing this, consider the best way to order your texts- does one relate to another better than some of the others do? This is explained on the plan template more.

The Final Piece

Scope

- Your exploration will be presented in an essay format. While this is not an essay writing assessment, your ability to communicate your ideas in a clear, structured manner will aid the development of your ideas.
- You will be assessed on your ability on how you develop and support your ideas. You will also be assessed on the originality of your thinking, insights and the interpretation of the texts you select.

Structure

- You do not need to connect all four texts together. You should look to connect texts to at least one other text you have selected for this assessment. You should, however, look to make general connecting statements in your introduction and conclusion.
- You will need to make clear points that develop understandings about the connections you have identified.

Conditions

- You may use out of class time to prepare for this assessment. Preparation includes the reading of a self-selected text, the planning for your essay and the collection of your evidence (quotes and specific details). The writing of your final essay must be done in class time only. You will be given **eight** in-class periods to draft, edit and publish your essay.

Advice

- While there is no word limit, keeping your essay between 900-1100 words will allow you to stay focused.
- You are advised to seek feedback from your teacher on your planning and during the early stages of your drafting to ensure you are on the right track.