

Significant Connections

WHAT'S IT GOING TO BE THEN, EH?

AS91478: Respond critically to significant connections across texts, supported by evidence.

NCEA Level 3
4 Credits
Version 1

Achieved	Achieved with Merit	Achieved with Excellence
Respond critically to significant connections across texts, supported by evidence.	Respond critically and convincingly to significant connections across texts, supported by evidence	Respond critically and perceptively to significant connections across texts, supported by evidence.

Context

Over the course of the year, we have explored the genre of tragedy. We have done so through a variety of texts and literary theory. This task is the culmination of our year. This is an opportunity to explore how the unifying elements of the genre are employed across different texts by different authors to allow the audience to experience catharsis.

Preparation

- Make a decision about what aspect of tragedy you are going to choose to investigate across the different texts. This could be any of the six foundational elements we have discussed or a combination thereof:
 - Plot
 - Character
 - Thought (Ideas)
 - Diction (Language)
 - Spectacle
 - Melody
- Devise a table where you collate examples and observations about each text and how your chosen tragic elements are employed by the creators/authors. There is a template for this on the blog if you want to use it or else you can devise your own.
- Explore how these features of the tragedy genre are employed similarly or differently between these texts. Consider any reasons for these similarities or differences.
- Plan a structure for your answer that allows you to explore the similarities and differences between each of the texts in their handling of your chosen tragic feature. There is a suggestion for this on the blog.

The Final Piece

Size

While there is no specific word limit, 1200-1500 words will allow you to introduce the tragedy genre and explore its development across all four texts clearly and effectively.

Conditions

You will be given a total of eight in class hours to complete this task. You may use your online journals to complete the research and writing of this task. You may seek feedback during your first six lessons. The final two lessons will be “hands off” and your teacher will not give any feedback during this time. While the writing of this task must be done in class, you can research for your essay outside of class time.

Scope

You will be assessed on your ability to recognise and analyse the connections across **four** texts. Three of these texts can be from the ones we have studied in class. A list of recommended texts was given to you in term two. Any of the texts on this list will be appropriate for this task. If the text is not on this list, clear it with your teacher before using it in your essay. The texts can be any combination of visual, written or oral and must be sufficiently sophisticated to meet the requirements of Level 8 in the curriculum.

The Structure

Your final submission for this assessment will be in essay form. It is up to you to determine a logical structure, though there is guidance for this on the blog. You would be wise to consider the following:

- A clear introduction, body and conclusion.
- Effective paragraphing.
- A logical progression of ideas.

While this is not first and foremost a writing assessment, the clear communication of your ideas will be beneficial in demonstrating your understanding of the texts and their connections.

Advice

Seek feedback during your planning and early drafting stages of this task. This will ensure you are on the right track.

Split your in class time wisely between evidence collection, planning and writing. You do not want to feel under pressure to finish writing your assignment in the final few periods.