**Internal Assessment : Student Instructions**

Achievement Standard English 91104:

Analyse significant connections across texts, supported by evidence

Resource title: Now, you connect the dots

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Analyse significant connections across texts, supported by evidence. | Analyse significant connections across texts convincingly, supported by evidence. | Analyse significant connections across texts perceptively, supported by evidence. |
|  |  |  |

Connect the dots………

Introduction: What’s involved?

This assessment activity requires you to select a particular aspect of text (such as character, setting, or theme) and analyse the significant connections across a range of texts.

Select at least **four** texts. **Three** of these texts are likely to be ones you have **studied in class**. The **fourth** **text** must be **chosen by you** but needs to be cleared by your teacher.

The texts can be any combination of written, visual, and/or oral and short and/or extended.

You will be **assessed on your ability to recognise and interpret links between texts.**

Your teacher will specify a due date.

The credits you can gain for this are : 4 credits - AS Making Connections

**Task**  This task has four parts:

Part 1: Choose a connecting aspect across texts

1. Select **one connecting aspect** on which to base your investigation.

Your teacher will discuss with you whether you will look at:

- ideas on a theme,

-certain types of character in the texts,

-possibly the genre- such as Gothic literature and its common aspects

- or possibly some other aspect, such as narrative voice

b) **Select** at least and **compare how your connecting aspect is**

**presented** across your **four** selected texts.

Part 2: Identify significant connections

Identify significant connections between your chosen texts.

Select specific supporting evidence (examples) from the texts.

Part 3: Analyse the significant connections

Study the links (connections) between the texts.

Make reasoned points that interpret the links that you have identified between the texts.

**Provide supporting evidence** for the points you make from all the texts.

Part 4: Present your analysis

Present your findings in a written essay 450-600 words

**A guide to planning and completing your analysis**

Choosing your texts

Select four texts that have connections between them that you can analyse.

A connecting aspect might be:

* Character
* setting
* theme.
* genre

More specific connecting aspects include:

* stereotypes in literature (e.g. mother and father figures, teenagers, heroes, villains)
* animals in literature
* urban or rural settings
* friendship in literature.

The texts can be any combination of written, visual, and/or oral and short and/or extended. An example:

Aspect: Portrayal of teachers in literature.

Texts:

* *To Sir, With Love*, novel by E R Braithwaite (focusing on “Sir”)
* *Dead Poets’ Society,* film directed by Peter Weir (focusing on Mr Keating)
* *The God Boy,* novel by Ian Cross (focusing on Sister Angela)
* *Crocodile*, short story by Albert Wendt (focusing on Crocodile [character])
* *Last Lesson of the Afternoon*, poem by D. H. Lawrence (focusing on the speaker of the poem).

Identifying your connections

You can identify and record significant connections between texts in any way you wish. For example, you may wish to use a chart so that as you read, you can note significant connections. **It will be important to make some notes as you study various texts so it could be useful to have a blank chart in your book which you can annotate as you go.**

See the partial example below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Text | Connecting aspect: Character | Connection 1:  Personality | Connection 2:  Influences on students | Connection 3:  …? |
| *To Sir, With Love* | Mr. Braithwaite  (teacher) | Formal. A bit distant …  Example: |  |  |
| *Dead Poets’ Society* | Mr. Keating  (teacher) | Unconventional, inspirational … |  |  |
| *The God Boy* | Sister Angela  (teacher) | Quite strict. Seems unemotional,  but …  Example: |  |  |
| *Crocodile* | Crocodile  (teacher) | Stern, cold. This is just …  Example: |  |  |
| *Last Lesson of the Afternoon* | The speaker  (teacher) | Tired, worn out, doesn’t …  Example: |  |  |

Analysing your connections

Consider **similarities and/or differences** and **their effect(s)** in the various texts.

Try to **develop understandings** that **show some insight or originality** about the connections you have identified.

For example, you might explain why significant aspects used in the texts communicate ideas about human experience, society, and the wider world.

Assessment schedule: English 91104 Connections

Name: Tut Grp: 12

Teacher:

|  |  |  |
| --- | --- | --- |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * demonstrates **an** **interpretation** of the connections, for example, by explaining how these common aspects communicate ideas about such contexts as human experience, society, and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. | The student convincingly analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * develops **a reasoned and clear interpretation** of the connections, for example, explaining how these common aspects communicate ideas about such contexts as human experience, society, and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. | The student perceptively analyses significant connections across texts with supporting evidence.  This means that the student:   * selects at least four texts * self-selects at least one text * uses any combination of written, visual, and/or oral texts * recognises and interprets significant connections across texts, focused on any of: * knowledge, experience, and ideas * purposes and audiences * language features * structures * may interpret connections other than thematic ones * develops **insightful and or original interpretations** of the connections, for example, explaining how these common aspects communicate ideas about such contexts as human experience, society and the wider world * supports their findings with specific evidence from the texts * presents their findings in an appropriate form. |

Comment