



Significant Connections

WHAT'S IT GOING TO BE THEN, EH?

AS 91478: TEXT COMPARISON - 4 CREDITS

3.7: RESPOND CRITICALLY TO SIGNIFICANT CONNECTIONS ACROSS TEXTS, SUPPORTED BY EVIDENCE.



Achievement	Achievement with Merit	Achievement 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.



Dystopia | dis'təʊpiə |

noun

An imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one.

Outline

This task is an extension of our Dystopian genre study. This is an opportunity to explore how the unifying elements of the genre are employed across different texts by different authors to form warnings about the future.

Preparation

1. Make a decision about **what aspect** of dystopia you are going to choose to investigate across the different texts. This may be thematic or stylistic or explore the interplay between the two.
2. Devise a table where you **collate examples and observations** about each text and how your chosen dystopian elements are employed by the creators/ authors
3. Explore how these **features of the dystopian genre** are employed similarly or differently between these texts
4. 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 dystopian feature

The Final Piece

SIZE

While there is no specific word limit, **800-1200 words** will allow you to introduce the dystopian genre and explore its development across all four texts.

CONDITIONS

The final piece will be written in class over **8 periods**. You may use your online journals to complete the writing and some superficial feedback may be sought as part of the initial drafting process.

SCOPE

You should write about **four** different texts. Three of these may have been studied in class and one is to be of your own selection. The texts may be written, visual or oral, and must be sufficiently sophisticated to meet the requirements of Level 7 in the curriculum

ADVICE

Ensure you deal with each text equally and that you use, and interrogate, a wide range of examples.

Seek feedback from your teacher in the early stages of your drafting in order to ensure you are on the right track.



Assessment Criteria:

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student responds critically to significant connections across at least four texts, one of which must be student selected, in a comparative essay. This involves:</p> <ul style="list-style-type: none"> • selecting one or more significant connections across all four texts. Connections include: <ul style="list-style-type: none"> – purposes and audiences – ideas, knowledge, and experience – language features – structures • making evaluative interpretations and judgements about how meaning is created by the significant connections that link all four texts • supporting the argument with specific and relevant references and details. This may include quotations and/or references to studied texts and/or other sources and/or quotations. 	<p>The student responds critically and convincingly to significant connections across at least four texts, one of which must be student selected, in a comparative essay. This involves:</p> <ul style="list-style-type: none"> • selecting one or more significant connections across all four texts. Connections include: <ul style="list-style-type: none"> – purposes and audiences – ideas, knowledge, and experience – language features – structures • making discerning and informed interpretations and judgements about how meaning is created by the significant connections that link all four texts • supporting the argument with specific and relevant references and details. This may include quotations and/or references to studied texts and/or other sources and/or quotations. 	<p>The student responds critically and perceptively to significant connections across at least four texts, one of which must be student selected, in a comparative essay. This involves:</p> <ul style="list-style-type: none"> • selecting one or more significant connections across all four texts. Connections include: <ul style="list-style-type: none"> – purposes and audiences – ideas, knowledge, and experience – language features – structures • making sophisticated and insightful and/or original interpretations and judgements about how meaning is created by the significant connections that link all four texts • supporting the argument with specific and relevant references and details. This may include quotations and/or references to studied texts and/or other sources and/or quotations.