

# THE ROARING TWENTIES

## A STUDY OF F. SCOTT FITZGERALD

Prepared for NCEA LEVEL 1  
Miss Macdonald

### CONTEXT

“It was so nice throwing big parties  
Jumping to the pool from the balcony  
Everyone swimming in a champagne sea  
And there are no rules when you show up here  
Bass beat rattling the chandelier  
We lived so Gatsby for that whole year”  
- Taylor Swift *This is Why we Can't Have Nice Things*

Almost 100 years since the first trends that characterized the 1920's, we still talk about and admire the glitz and glamour many associate with that time. What people tend to forget is that at under all of that glitter, the Great Depression began to bubble. Caught somewhere in the middle was Francis Scott Fitzgerald, whose work has transcended generations of authors. He remains one of the “Great American Authors” and his most well known novel, *The Great Gatsby*, has come to define the 1920s. However, Fitzgerald's iconic work says so much more than how lavish the lifestyle of the rich was in the 20s. His ability to manipulate language, to express his delight and disgust at the happenings of the time, are truly brilliant. Delving into his style, exploring the signature that he left in all of his writing and understanding how each author has a unique perspective of the world is what this course is all about. I invite you to be “simultaneously enchanted and repelled by the inexhaustible variety of life” that Fitzgerald writes of and to use him as a teacher to craft your own masterpieces.



## **COURSE RATIONALE**

The Level 1 English course at Mt Aspiring College is a continuation of our strategy to empower students with skills and knowledge that will enable them to be successful in life. The emphasis this year is on consolidating the students' skills in the mechanics of the language (accuracy in spelling, punctuation and grammar are essential components of a number of the Level 1 Achievement standards) as well as developing their ability to think critically and express themselves with fluency and persuasion.

Each teacher selects novels, plays, stories, poetry, films and other primary material both to suit the interests and needs of the students in their classes, and about which they are personally passionate. We strive to challenge, motivate and inspire our students by exposing them to literature that is original, challenging and of a high standard.

## **PREPARATION AND SUBMISSION OF WORK**

All NCEA assessments must be completed in their entirety, including early drafts, on your English Department blog. Where appropriate your teacher may give feedback in the comment section below your piece as you are developing it. This feedback will be of a holistic nature, rather than addressing specific components, as each assessment requires student ownership. You may also use this commenting function to seek feedback or ask clarifying questions.

When submitting your work you need to follow the guidelines below:

1. Ensure the completed piece is published on your blog headed with the Assessment Title and NCEA Achievement standard number
2. The blogging system will record the time and date of the final edit.
3. Any editing of your work subsequent to the final submission date and time will render the submission invalid.



## **ASSESSMENT AND REASSESSMENT OPPORTUNITIES**

During assessment teachers can validly make suggestions about areas where further development is needed (this is acceptable in the 'hands on' phase, which is usually the first 4 periods of an 8 period assessment phase), but constructive feedback should not compromise the authenticity of students' work. All submitted material must be your work alone.

In the final phases of the assessment ('hands off' phase), it is the student's responsibility independently to polish their work to a publication standard.

All written assessments should be completed under supervision and during class time unless specifically approved by application to the Head of Learning Area.

The Achievement Standards offered in this course may be re-submitted under very specific circumstances, and only at the discretion of the Head of Learning Area. However, if a student does not achieve in their first attempt, then a reassessment opportunity may be offered to students. This opportunity will only be offered to students who have shown a reasonable initial effort and who can demonstrate that further learning has occurred since the initial assessment opportunity.

All reassessments are composed of an entirely different assessment task. These will be completed during a time that is organised by the department.

The English department retains the right to set final dates for submissions and these will be clearly stated by your classroom teacher and published on your class blog.

## **LATE WORK**

Work submitted late for the internal assessment Standards will not be marked. You may have the opportunity to gain the credits through reassessment, if available. If you have a genuine reason why you are unable to submit work by the due date, then you are able to apply for an extension. However, this should occur prior to the due date, not after it. Absence from school due to sickness is not normally regarded as an acceptable reason for the non-submission of assessed work. Alternative arrangements, electronic or otherwise should be made in this event.



## WHAT'S BEING ASSESSED?

Standard	Title		Credits
AS90849 (1.1)	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.	External	4
AS90851 (1.3)	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	External	4
AS90857 (1.6)	Construct and deliver an oral text	Internal	3
AS90852 (1.8)	Explain significant connection(s) across texts, using supporting evidence.	Internal	4
AS90856 (1.11)	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.	Internal	3
Total credit value			18



## YEAR OUTLINE

Below is a general outline of the plan for this year. Please be aware that plans can change according to the needs of the class, so use this as a guideline only.

Term One		
Week 1-3	Introduction to the course and NCEA Level 1. Language study using letters written by F Scott Fitzgerald.	No Assessment Opportunities
Week 4-6	Exploration of life in 1920's America. Student inquiries and presentations.	No Assessment Opportunities
Week 7-11	Reading and study of <i>The Great Gatsby</i> . Novel read in class with a range of activities and discussions. Independent student blogging around ideas presented in the novel.	No Assessment Opportunities
<p>There will be no formal NCEA assessment in Term 1. This term is about laying the foundations of our course and getting familiar with the language and style of F Scott Fitzgerald. Students can expect a mixture of in and out of class work. Those wishing to supplement the in class reading will have the chance to do so with a list of suggested texts.</p>		
Term 2		
Week 1-4	Introduction to formal writing. A range of writing workshops.	The final product of this block of work will be a formal essay. Students will be expected to use their ideas and knowledge on <i>The Great Gatsby</i> to support this. It is a <u>practice assessment</u> for the 1.1 essay external assessment.
Week 4-6	Work will be based around public speaking and presenting. NCEA Speaking task will be introduced and writing of	No formal assessment opportunities.



	student speeches will begin.	
Week 7-8	Short text study. Exploring close reading and the tools required for this.	Opportunity for <u>practice assessment</u> : 1.3 Unfamiliar texts (externally assessed).
Week 9-10	Speech presentations to the full class.	Formal assessment: 1.6- Construct and deliver an oral text. Credit value: 3
During this term, students are expected to work on their formal writing skills. A large focus of the term will also be around speaking and presenting. This builds towards the students delivering their presentations for the 1.6 NCEA assessment at the end of the term.		
Term 3		
Week 1-6	Visual language study. The core text for this is <i>The Curious Case of Benjamin Button</i> however other texts will be used to supplement this learning.	Formal assessment: 1.11- Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.  Credits: 3
Week 7	School Exam Preparation	No Formal Assessment Opportunities
Week 8-9	School Examination Week	This is the “dress rehearsal” for the 1.1 and 1.3 externally assessed papers. Students will sit <u>practice papers</u> in an examination setting, just as they will sit them at the end of the year.
Week 9-10	Student inquiry into a significant connecting feature of F Scott Fitzgerald’s writing. This is a preparation task for the NCEA 1.8 assessment.	No Formal Assessment Opportunity.



A large focus of this term is around understanding visual texts. There will also be time for students to work on their ongoing investigations (set up towards the beginning of the year) into some of the signature styles of F Scott Fitzgerald's writing. School examinations are also in this term, giving the students the chance to rehearse their end of year exam techniques and understand the protocols around this.

**Term 4**

<b>Week 1-2</b>	<b>Final write up for NCEA Assessment 1.8.</b>	<b>Formal Assessment: 1.8- Explain significant connection(s) across texts, using supporting evidence.</b>  <b>Credits: 4</b>
<b>Week 3 onwards</b>	<b>Examination preparation</b>	
<b>Monday 12th November</b>	<b>NCEA Level 1 English Exam</b> During this exam, students are assessed on two skills- their ability to express ideas about our studied text ( <i>The Great Gatsby</i> ) and their ability to understand ideas in a text they have never seen before. They will be given 3 hours to complete both papers. The papers are then marked externally.	<b>Formal Assessment:</b> <b>1.1- Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.</b> <b>Credits: 4</b> <b>1.3- Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</b> <b>Credits: 4</b>



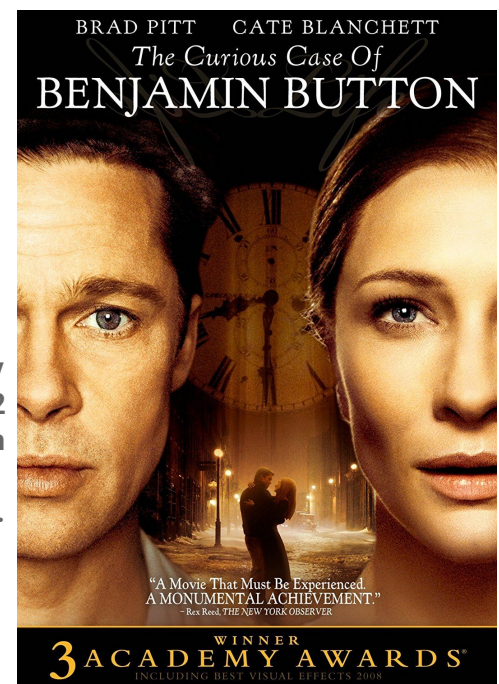
## CORE TEXTS

Throughout the year, we will be using a range of literature written by F Scott Fitzgerald. We will also be using a visual text that was adapted from one of his short stories. The texts below form the foundation of our course. There will be many other short stories, letters and essays that accompany these texts.



### The Great Gatsby

Many critics consider this to be one of the “Great American Novels”. Set in the 1920’s, it explores a summer of parties and affairs in a group of upper class characters. Fitzgerald has produced a novel that captures that glamour and ugliness of the 1920’s in 9 chapters.



### The Curious Case of Benjamin Button

A 2008 American fantasy romantic drama film directed by David Fincher. The storyline is loosely based on the 1922 short story of the same name by F. Scott Fitzgerald. The film stars Brad Pitt as a man who ages in reverse and Cate Blanchett as the love interest throughout his life.





## Authenticity Statement

The English Department has an Authenticity Statement, which students are to sign when submitting an assessment. This signifies that the work is the student's own and safe-guards students from the dangers of plagiarism. A printable copy of this can be found on our class blog.



**MOUNT  
ASPIRING  
COLLEGE**

**ENGLISH DEPARTMENT**

**ASSESSMENT AUTHENTICITY  
STATEMENT**

### Instructions

This Authenticity Statement is to be confirmed and signed, by all students and their teacher, when submitting an English internal assessment

**Name of School: MOUNT ASPIRING COLLEGE, ENGLISH DEPARTMENT**

Student Name: \_\_\_\_\_

Year Level: \_\_\_\_\_ Year: \_\_\_\_\_

Assessment title: \_\_\_\_\_

### Student:

- I understand that all the work I submit for assessment must be my own.
- I have read and understand the School's assessment requirements and the consequences of submitting material for assessment that is not my own.
- I understand that I must not receive undue assistance or the unauthorised help of others in the preparation of my assessment work.
- I understand that I must acknowledge in an appropriate manner all information and sources of assistance used in my assessment work.
- I will not allow other students to access or copy any of my assessment work.

### Student Declaration:

I hereby declare that I have read the above statement and that all the material I submit for assessment is entirely my own and meets all of the School's assessment requirements.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

