

THE ROARING TWENTIES

A STUDY OF F. SCOTT FITZGERALD

Prepared for NCEA LEVEL 1, 2019
Mrs. Plunkett

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
AS90052 (1.4)	Produce creative writing.	Internal	3
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
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. "Getting to know Fitzgerald" through his letters.	
Week 3-8	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.	
Week 9-11	Formal writing introduction and first essay attempt.	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.
Term 2		
Week 1-4	Creative Writing tasks and <i>Now and Then</i> assessment.	1.4 Creative Writing Assessment <i>Now and Then</i> 3 Credits
Week 5-8	Work will be based around public speaking and presenting. NCEA Speaking task will be introduced and writing of student speeches will begin.	
Week 9	Speech presentations to the full class.	1.6- Construct and deliver an oral text. Credit value: 3



Week 10	Short Text Study- Winter Dreams	
Term 3		
Week 1-3	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.	
Week 4-6	Significant connections planning and drafting	
Week 7	School Exam Preparation	
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 10	Significant Connections publishing	1.8 Significant Connections Assessment. 4 Credits
Term 4		
This term is dedicated to any reassessment opportunities that are needed and preparation for external examinations.		
	<p>NCEA Level 1 English Exam 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</p>	<p>Formal Assessment: 1.1- Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. Credits: 4 1.3- Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting</p>



	papers are then marked externally.	evidence. Credits: 4
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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.

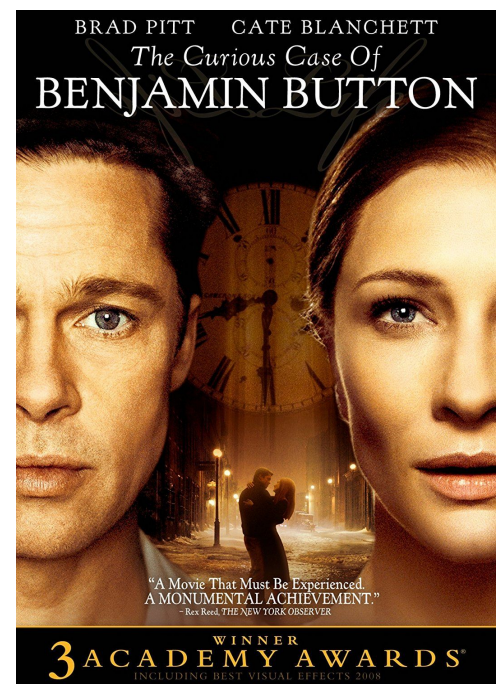


The Great Gatsby

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: _____

