



# Vaulting Ambition

“VAULTING AMBITION, WHICH O'ERLEAPS ITSELF”

## AS90852: SIGNIFICANT CONNECTIONS - 4 CREDITS

1.8: EXPLAIN SIGNIFICANT CONNECTION(S) ACROSS TEXTS, USING SUPPORTING EVIDENCE



Achievement	Achievement with Merit	Achievement with Excellence
Explain significant connection(s) across texts, using supporting evidence.	Convincingly explain significant connection(s) across texts, using supporting evidence.	Perceptively explain significant connection(s) across texts, using supporting evidence.



## Outline

This task is an extension of our investigation into the **nature of ambition**. This is an opportunity to explore how unifying elements are employed across different texts by different authors that lead you to deeper insight into this very human drive.

## Preparation

1. Make a decision about **what aspect** of ambition 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 elements are employed by the creators/authors
3. Explore how these **features** 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 aspect of ambition
5. Conclude by explaining what impact these texts, in combination, have had on your own understanding of the idea of ambition and how you might perceive the world differently as a result

## The Final Piece

### SIZE

Once your initial research and preparation is completed, the final piece should be presented as a formal speech. This speech must be at least **4 minutes** in duration. A separate task outline is available for the speech writing and presenting component of this piece.

### CONDITIONS

The final piece will be prepared in your own time. You must use your online journals to complete the writing and some superficial feedback may be sought as part of the initial drafting process.

### ADVICE

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's work explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.</p> <p>Explain significant connection(s) across texts, using supporting evidence means that the student:</p> <ul style="list-style-type: none"> <li>identifies and expresses ideas about one or more significant connections across at least four texts</li> <li>supports explanations with at least one specific and relevant detail from each text.</li> </ul> <p>Connection(s) may include links, commonalities, and/or relationships between:</p> <ul style="list-style-type: none"> <li>knowledge, experience, and ideas</li> <li>purposes and audiences</li> <li>language features</li> <li>structures.</li> </ul>	<p>The student's work convincingly explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.</p> <p>Convincingly explains significant connection(s) across texts, using supporting evidence means that the student:</p> <ul style="list-style-type: none"> <li>identifies and expresses ideas about one or more significant connections across at least four texts</li> <li>supports explanations with at least one specific and relevant detail from each text</li> <li>makes clear points that develop understandings about the connections being addressed. Some unevenness in the response may be acceptable.</li> </ul> <p>This could mean that the student:</p> <ul style="list-style-type: none"> <li>attempts some reasoned and relevant explanations of the effect of the connection</li> <li>shows some understanding of relevant text features or aspects, which develop connections</li> <li>attempts to draw findings together or make thoughtful comments.</li> </ul>	<p>The student's work perceptively explains significant connection(s) across texts, using supporting evidence. The work is presented in appropriate oral, written, and/or visual form.</p> <p>Perceptively explains significant connection(s) across texts, using supporting evidence means that the student:</p> <ul style="list-style-type: none"> <li>identifies and expresses ideas about one or more significant connections across at least four texts</li> <li>supports explanations with at least one specific and relevant detail from each text</li> <li>makes clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable.</li> </ul> <p>This could mean that the student:</p> <ul style="list-style-type: none"> <li>presents a relevant and insightful study of the effect of the connection</li> <li>shows an insightful understanding of text features or aspects which develop a connection</li> <li>effectively draws findings together to make new understandings.</li> </ul>



Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>For example (extract only): the <b>bolded</b> passages are examples showing the explanation of significant connections.</p> <p><i>The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, "Mothers, love your sons" by Glen Colquhoun; the book "Night" by Elie Wisel; the song, "In the living years" by Mike and Mechanics; and the film, "My sisters keeper" based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.</i></p> <p><i>I came across a quote stating 'I may not like what you do, but I'll always love you', that I think is shown in the text 'Mothers, love your sons' well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. Glenn states 'love your big, dumb sons, your idiot sons, your swaggering sons...Because they die so fast,' <b>A mother's love is very unique and stable.</b></i></p>	<p>For example (extract only): the <b>bolded</b> passages are examples showing the convincing explanation of significant connections.</p> <p><i>The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, "Mothers, love your sons" by Glen Colquhoun; the book "Night" by Elie Wisel; the song, "In the living years" by Mike and Mechanics; and the film, "My sisters keeper" based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.</i></p> <p><i>I came across a quote stating 'I may not like what you do, but I'll always love you', that I think is shown in the text 'Mothers, love your sons' well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother's love is very unique and stable. <b>It is hard to break the love a mother has for her child.</b> Glenn states 'love your big, dumb sons, your idiot sons, your swaggering sons...Because they die so fast,' <b>which tells us that mothers still love their sons no matter what the behaviour.</b></i></p> <p><i>Elie Wisel also describes this undying love in 'Night', except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command 'Women and children to the left. Men to the right.' <b>Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father, who otherwise would have been alone.</b></i></p>	<p>For example (extract only): the <b>bolded</b> passages are examples showing the perceptive explanation of significant connections.</p> <p><i>The theme of love connection of a parent and a child is a very important part for any family. I chose this theme as it portrays love in a different way. The four texts I chose were the poem, "Mothers, love your sons" by Glen Colquhoun; the book "Night" by Elie Wisel; the song, "In the living years" by Mike and Mechanics; and the film, "My sisters keeper" based on the book by Jodi Picoult. There was a strong connection of the parent child love in these texts.</i></p> <p><i>I came across a quote stating 'I may not like what you do, but I'll always love you', that I think is shown in the text 'Mothers, love your sons' well. Glen Colquhoun describes to us the undying love a mother has for her son, no matter what. A mother's love is very unique and stable. It is hard to break the love a mother has for her child. Glenn states 'love your big, dumb sons, your idiot sons, your swaggering sons...Because they die so fast' which sends a message through to the readers that no matter the stupidity sons behaviours may be, that the love a mother has for her son, will always stay strong - <b>even murderers have mothers.</b></i></p> <p><i>Elie Wisel also describes this undying love in 'Night', except this time in a father-son relationship. At the beginning of the book, Elie describes his father to us, as the type to put more effort into his work than the well being of his family. Then, as the Wisel family is taken off to the concentration camp, Elie realises that his father is someone important in his life that he does not want to lose. Elie then makes an important decision after arriving, when given the command 'Women and children to the left. Men to the right.' Elie was at the age where he could have gone with his mother and the children, but instead he decides to stay with his father, who otherwise would have been alone. <b>This decision plays a big part in bonding Elie and his father throughout the text. As their distant father-son bond grew stronger they realised how important they really were to each other. They gave each other support and comfort needed, and protected each other in every possible way.</b> "The weak to the left. Those who walked well to the right. My father was sent to the left. I ran after him. An SS Officer shouted at my back..." <b>Elie was determined not to be separated from his father. I could see that the situation of not knowing when death would arrive but aware that it was close, changed the relationship between Elie and his father. They came to regret their past years of miscommunication in their relationship.</b></i></p>