



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard

English Level 3

This exemplar supports assessment against:

Achievement Standard 91478

Respond critically to significant connections across texts, supported by evidence

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to respond critically and perceptively to significant connections across texts, supported by evidence.</p> <p>This involves making sophisticated and insightful and/or original interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>The Things They Carried</i>, <i>On the Rainy River</i>, <i>The Dentist</i> and <i>Enemies and Friends</i>, responding critically and perceptively to connections across these texts, i.e. the destructiveness of war (1), supported by evidence.</p> <p>The student has made sophisticated and insightful interpretations about how conflict through war leads to the moral corruption of those participating in it. The judgement of the author's subversion of the genre shows insightful critical response to how all texts are linked (2).</p> <p>The significance of the connection is integrated and reinforced with cross references to other texts, building a perceptive interpretation of how war damages soldiers (3). The student has continued to interpret, integrate and evaluate ideas about what the texts say about the burden of war and how they say it. This consolidates the student's sophisticated critical response (4).</p> <p>For a more secure Excellence, the student could provide clearer links between interpretations and specific examples from the texts (5).</p>

Introduction: Tim O'Brien wrote the short story collection: *The Things They Carried*, approximately 20 years after his experiences at the Vietnam War. His collection of Vietnam War stories stood out for me because O'Brien is more interested in subverting the status quo of traditional Vietnam stories, so it isn't just a typical shoot'em up collection. I also liked O'Brien's intimate describing of his experiences, and how his stories all have interesting elements to them because he was a soldier of the Vietnam War. We read about his stories in first person, which makes it appear simple on the surface, yet it still contains complex and structured ideas. These ideas derived from O'Brien's own encounters with the chaotic struggle he faced in Vietnam. From O'Brien's collection, I chose 'The Things They Carried', 'On The Rainy River', 'The Dentist', and 'Enemies And Friends'. I chose these because they all revolve around a similar idea: Conflict. Although these stories obviously contain physical conflict, it is the internal and external conflict that O'Brien is attempting to display. Whether this is the conflict of morals seen in 'On The Rainy River' or the struggle to retain sanity displayed in 'The Things They Carried', *O'Brien is suggesting to society that war is destructive, both physically and, more importantly, psychologically. O'Brien is asking society why do we send young men to their deaths? And are we, as a cultured and sophisticated society benefiting from exploiting the young to do our dirty work?* ①

Conflict corrupts our morality: Our morality is something that we hope to be universal: right and wrong, good and bad. But when put into a position that is out of our control, these morals that we value so highly, vanish. The division line between what we think is right and wrong, good and bad, dramatically shifts, and alters our beloved morals. For many, the Vietnam War had blurred what they have been taught about social orders. Vietnam forced soldiers to act in ways that were morally unjust. The ones that went there to spread their ideals ended up being warped and destructive. 'Enemies and Friends' is Tim O'Brien's explanation to society proving how chaotic settings deform people's social codes. Two, once ordinary men, who are supposed to be fighting the 'enemy', act violently towards each other over a missing jack knife. This fight results in Dave Jensen becoming incredibly frightened of Lee Strunk, as Lee had won the fight. *The extreme conditions of war caused these men to disregard the distinction between Enemy and Friend. We see how fast Dave and Lee's principles disappear in this distant and disorderly world, where they can make the rules.* As O'Brien identified, that "in any other circumstance it might 've ended there. But this was Vietnam". We, as readers, can clearly see how this fight is a *microcosm of the conflict surrounding them. The macrocosm, war, is clearly creating many opportunities for naive men just like Lee and Dave to destroy their morals and lash out on their friends and teammates. Many ended up confused as "the distinction between good guys and bad guys disappeared"*. As a society, we picture these heroic figures that are united in fighting a common enemy. Yet, *O'Brien purposely subverts the genre of ironic war stories to display the truth in war.* Similarly, we see in 'The Dentist' how this external conflict creates immense internal conflict. O'Brien displays this through Curt Lemon, who "had a tendency to play the tough soldier role" Curt loved to be seen as the best the toughest; the strongest. When he faints from fright at a routine dentist check, everything he is driven by is destroyed. He seeks redemption, which comes by him demanding to have one of his perfectly normal teeth pulled out. The embarrassment and surrounding destruction had "turned a screw in his head" resulting in him transforming into something many didn't respect. O'Brien saw how Curt had disregarded his morals for what he believed was a higher cause: his status. Curt was willing to do anything to redeem himself. This thing that he had become was largely influenced by his setting. *The on-going conflict around him had blinded Curt by distorting his perception of right and wrong.* The war had obviously had its toll on Curt so much so that he was eager to put himself in pain to redeem himself. ②

Aside from the conflict that was dominated by Vietnam, 'On the Rainy River' is O'Brien displaying how conflict can corrupt our morality. This short story shows us the young and naive Tim O'Brien who finds out he has been drafted for war. He is torn over what to do: fight or flight? O'Brien clearly displays how he doesn't agree with the motives of the war and how it goes against what he believes in. It is a question of what is he more afraid of, fighting society or fighting his morals? Although O'Brien may have gone to fight in the Vietnam war, it is something that he still has to bear as "I felt ashamed to be doing the right thing". *O'Brien wants us to understand the war wasn't about you; it was about a service to a larger community which blurred out your individuals morals and desires. It is evident that conflict corrupts our morality*, as we have seen this through 'Enemies and Friends', 'The Dentist' and 'On the Rainy River'. *All three texts display that our morality is malleable-when we are faced with the extremities of chaos and conflict.* O'Brien displays the idea of conflict corrupting morality by not writing a typical shoot'em up short story collection, but instead writing an insightful window into the emotion lives many soldiers lived, not just in Alpha Company, but that all soldiers in the Vietnam War endured. O'Brien purposely crafts a story, *which is very intricate in describing the things that are far more devastating than simple facts. By reading we can understand how honour wasn't a part of their lives, as we see how conflict has warped these once ordinary men. O'Brien is suggesting to society that how can we expect men to return in the same mental state as when they left, when war itself is immoral.*

War puts unnecessary burdens on people: When the Vietnam War broke out, it instantly carried with it a massive burden for individuals. Thousands had to put aside their hopes and dreams to fight in a distant land for ideas that many didn't agree with. Like O'Brien, many went reluctantly and have been burdened with the experience of knowing they went against their morals. The Vietnam war left the physical, but also its psychological impact that many haven't recovered from. Many wanted to get away, but felt trapped. This idea is displayed in 'The Things They Carried'. O'Brien presents us with many of his friends who, aside from carrying heavy loads, also carry much heavier burdens, such as "grief, terror, love and longing." They all had their individual reminders to escape these burdens, whether this was in the form of a good luck pebble, girlfriend's pantyhose or the letters of a secret love. Many carried these special items to remind them that a better world exists outside of the one they are currently enduring. A lot of these men didn't choose to be there, so they needed these items to remind them what they were fighting for: freedom. It reminded them that they weren't just soldiers, but humans too. This story also explains how men were burdened with the decision to kill or be humiliated. We see how "men killed and died because they were embarrassed not to. It is what had brought them to the war in the first place, nothing positive, no dreams of glory or honour, just to avoid the blush of dishonour." Many felt no honour in killing and fighting in the war was ignoble. *O'Brien wants us to understand that they were ordinary young men who had more to live for than to die in an undignified place where they would be quickly forgotten.* When Tim O'Brien found out he had been drafted for war in 'On the Rainy River', his world turned upside down. At first he was confused, saying "I was too good for this war. Too smart, too compassionate, too everything". *O'Brien believed he, like many others, had too much to live for to go fight in the war. He felt that he shouldn't have put aside everything he had hoped for in life just to fight in a war that he didn't believe in.* The burden the Vietnam had created for O'Brien had later caused him to become temporally mentally unstable. O'Brien felt the war wasn't necessary, and shouldn't dictate how he and others should live life. But in the end, O'Brien "would go to the war – I would kill and maybe die - because I was embarrassed not to" Many men at the time endured the same struggle as O'Brien, and were burdened with knowing their decision ultimately went against their morals. Similarly, we see in 'Enemies & Friends' how the soldiers are burdened with the unknown. The feeling of not knowing if they would die and feeling insecure of their futures is what led many men to lash out in anger. The stress of not knowing what lay ahead built up immense internal conflict which led men to explode in violent rages. O'Brien witnessed how his 'friends' would fight their own 'friends' causing them to fear each other. Ironically, this led to more men being burdened with the fact they had made enemies with members of their platoon. Because, as O'Brien explained: "this was Vietnam, where guys carried guns". The war had inevitably forced men to commit acts that they wouldn't normally carry out. And this was displayed in O'Brien's example where Dave Jensen and Lee Strunk fight, resulting in Dave being crazed by apprehension. This would have been the case throughout the Vietnam War, where men lashed out, because of the strain and tension war creates. O'Brien has shown us through these three texts how war puts unnecessary burdens on people. As we can tell, the nature of war brings with it the extreme decisions ordinary men had to face: kill or be killed. *But when society collectively agrees so strongly that killing is wrong, what are we teaching impressionable young men about right and wrong? Killing is bad but only sometimes? What happens if these men return back into society, to try and restart what they had left behind? Many found it difficult to integrate, as all they knew was how to kill and shoot a rifle.* O'Brien is clearly suggesting to the readers and society that we aren't as civilised as we think if we are still creating these burdens for young soldiers.

[Extreme conditions reveal our true colours – deleted]

Conclusion: Tim O'Brien's short story collection was focused around conflict and how it affects us as individuals. We see how he describes war as destructive and something that shouldn't be viewed as noble and heroic. War can too easily corrupt impressionable men by destroying their morality and creating unwanted burdens. We also read how the extreme conditions of war warped men into something self destructive. *O'Brien wants to challenge society's mindset revolving around the topic of war by questioning why we continue to shatter men's lives by ordering them to do things we deem wrong in society, such as killing.* It is clear that all the men listed in these short stories have lived broken lives after the war, *which in the eyes of O'Brien is the most immoral thing society has achieved.*

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to respond critically and convincingly to significant connections across texts, supported by evidence.</p> <p>This involves making discerning and informed interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>The Speckled Band</i>, <i>The Five Orange Pips</i>, <i>A Case of Identity</i> and <i>A Scandal in Bohemia</i>, responding critically and convincingly to connections across these texts, i.e. societal problems at the time of writing (1), supported by evidence.</p> <p>The student has made discerning interpretations of a range societal problems. A convincing critical response to ideas of control (2) (3) (4) (5) across the texts is built in section one. These are linked in sections two and three to discerning judgements about ideas about gender, equality and greed as part of societal problems. There are several convincing evaluative judgements about gender (6).</p> <p>To reach Excellence, the student could develop the interpretations and judgements in section two so that they become sophisticated and insightful.</p>

Introduction: What interested me about Arthur Conan Doyle was the fact that his creation, Sherlock Holmes is the detective on which almost all modern day detective fiction is based on. Sherlock Holmes is the original detective and I was curious to know what made the Sherlock Holmes such a classic and well-known name. Having done some research on Doyle, I found that he expressed strong beliefs in a spiritual world. Doyle also believed in fairies. Interestingly, these beliefs were backed with little evidence. It is well known that Sherlock Holmes was a fiction mastermind relying on logic and fact to solve his cases. This leads me to believe that Sherlock Holmes is the embodiment of everything Doyle isn't, a polar opposite. It seems as though the creation of Sherlock was partially used as a method for Doyle to resolve his own problems. We all confront our problems differently and this might have been Doyle's way. Doyle seems to use his writing as a means of control. His logic which comes out in most of his stories seems to be rebelling against his imagination. *The primary concern of Doyle and his main reason for creating Sherlock Holmes I believe, however, is to address the problems of society* in the late 19th and early 20th century- the time frame the stories were published in. 'The Speckled Band', 'The Five Orange Pips', 'A Case of Identity' and 'A Scandal in Bohemia' all address problems in society at the time. These problems include greed, *discrimination based on gender and the human need for control.*

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Section 1 The human need for control: Humans are creatures of habit. We value repetition. It gives us a sense of reassurance. Take the majority of detective movies. The 'good guy' always makes a startling discovery in the last minutes of the movie. He catches the villain and justice is served. This nice conclusion gives us comfort. We love the certainty, the lack of doubt that comes from a happy ending. *However, in reality life is not a movie. We don't always get the satisfying resolution we so commonly see on a screen. We experience chaos in life. Therefore we need to understand the reality of life not what we see on television.* Doyle gives us the neat conclusion we love in his short story, 'A Case of Identity'.

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In this short story, 'A Case of Identity', the stepfather is the only man who "really profited by the incident". We see clear motive behind the killings and this solves the case. It is the stepfather that is the villain. This short story gives us a sense that everything is falling into place for Sherlock. He uses the typewriter as a tool to solve the case. He even finds the victim "more interesting than her little problem". Sherlock seems more focussed on the character than the problem. Sherlock even describes the case as "trite" suggesting the case is simplistic. We know this case presents no real challenge for Sherlock. However in reality, *it is unreasonable that Sherlock can just instantly understand the motives of a man he doesn't know. It is possible that Doyle's imagination is getting the better of his logic. This imagination gives us the distorted fantasy we love however it goes against reality.*

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Doyle does occasionally go against the grain of the usual resolution we see nowadays leaving discontent in the reader's mind. This gives a sense of reality to the stories. We see this in 'The Five Orange Pips'. This short story provides a degree of realism in the stories. While we know that the Ku Klux Klan (K.K.K) is responsible for the murders of the Openshaws we have no indication of the motivation behind the killings or which individual or even group of individuals killed the Openshaws. The only evidence, referred to as "the papers" is burnt before Sherlock's case begins. *This lack of understanding is bewildering. It is now so foreign to us to be left not knowing what has transpired in fictional texts yet the confusion and lack of motives reflects reality.* Even Sherlock is dissatisfied with the lack of logical proof to back up his theories. Everything is disjointed. There is no order. Sherlock is responsible for John Openshaw's death. This leaves Sherlock "depressed and shaken". As Watson narrates we also read about the "uncontrollable agitation" of Holmes's. *With Sherlock's normally composed demeanour broken we know even he is troubled by the chaos of normal life.*

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We can become complacent, ignorantly believing the pieces of the puzzle will all slot perfectly into place like they do in 'A Case of Identity'. In 'The Five Orange Pips' it *shows the need to adapt to chaos as we can't avoid chaos.* We do however have the ability to choose how we react to it. If we can accept it and deal with it then we win. This is because we can carry on normally as if it wasn't there. Doyle uses 'The Five Orange Pips' to communicate with us that life can't be neatly-wrapped up. *Even someone as successful as Sherlock doesn't get the nice conclusion every time. The sense of reality to the story suggests that Doyle is also rebelling against the fantasy world and his imagination.*

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Section 2 The relationship between gender equality and logic: Although it may be a sensitive topic, men have been considered superior to women historically..... [paragraph deleted]

'A Speckled Band' was published in 1883. In this short story we see a woman as a victim. She is vulnerable and weak. Her hair is shot with "premature grey". This suggests weakness as grey hair is a sign of aging, even a

deterioration of the body. This contrasts with the main villain in the story. He is 6 foot 5 and a "man of immense strength". This contrast gives the impression of a powerful man tormenting a helpless woman. *This writing may reflect the perception Doyle has towards women as well as the perception of the society around him towards women.* It suggests that women are inferior to men.

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However in the short story 'A Scandal in Bohemia' published in 1888 the roles of the victim in villain are reversed. We see a 6'6 "Hercules" as the victim to a seemingly innocent "pretty faced" woman. This challenges the idea that women are inferior. *Doyle seems to be suggesting that women are equals to men and just as capable of evil. We can sense this case is unusual.* Unlike most this villain has brains not brawn. She has already proven her smarts for evading the King of Bohemia before the short story starts, "five attempts have been made"... "there has been no result". The villain, Irene Adler ends up outwitting Sherlock and it changes Sherlock's perception on women. Sherlock used to "make merry over the cleverness of woman" but his encounter with Adler changes his views on their intelligence, with Watson stating he had not "heard him do it of late".

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The significant change in Sherlock's perception of women and the reversal of the male and female roles between the 5 year period of the stories seems to reflect a change in Doyle's own perception of women. It is possible that Doyle saw fit the need to change people's perceptions of women and used his writing to convey the message that men and women are equals. He realises that society has evolved since the tribal hunter-gatherer times with more emphasis on intelligence than brute strength. While in a fantasy world anything can be justified, Doyle's logic exposes the flaws of the gender inequality and through reason proves there is no basis to have gender inequality in the current society in which he is living. After all there are no apparent differences in the intelligence of men and women. Therefore Doyle challenges the imposed inferiority placed on women which is no longer relevant in the 1880s.(8)

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Section 3 The relationship between greed and control: Power is the ability to influence others. A person's desire for power comes back to the human need for control. Power can be a form of control over one's life. It is only natural that people desire to obtain the means to do so. *Ironically people can lose control in their search for power as it begins to cloud their judgement and govern their actions.* This is commonly known as greed, an intense and selfish desire for power. In both 'A Speckled Band' and 'A Case of Identity' we *see the corruption of a stepfather's morals in his attempts to maintain power.*

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In 'A Speckled Band' greed motivates the stepfather to kill his stepdaughters. [deleted paragraph]

The storyline in 'A Case of Identity' is very similar.[deleted paragraph]

Conclusion: Arthur Conan Doyle uses his writing in attempts to resolve the problems he saw in society during the 19th Century. I feel his writing which connected with large audiences has made an impact with gender inequality no longer being as large scale problem nowadays particularly in the Western World. He also addressed the problems associated with greed and I feel he was reasonably successful with educating the world on the problems of giving individuals too much power. However there are still exceptions with some individuals still being corrupted by greed. *Unfortunately Doyle's attempts to address the problem of human need for control seems to be futile with detective shows like Criminal Minds, The Mentalist and Cold Case largely contradicting his attempts to expose individuals to chaos with their repetitive and neat resolutions. These shows tap into our desire for control in a chaos filled world making them so popular. Because human greed and a need for control are still apparent today it shows that Doyle's writing still has relevance in the 21't Century.*

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	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to respond critically and convincingly to significant connections across texts, supported by evidence.</p> <p>This involves making discerning and informed interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>Crash</i>, <i>Day Trip</i>, <i>Coffee and Allah</i> and <i>I am Māori</i>, responding critically and convincingly to connections across these texts, i.e. the challenges involved in overcoming stereotypes (1) (15), supported by evidence.</p> <p>The student makes convincing interpretations of how the characters in the texts are challenged by society's negative interpretation to characteristics such as physical appearance (2) (3), race (4) and religion (5). There is some discerning interpretation of how the characters themselves react to these stereotypes (6) (7) (8) (9), as well as some convincing critical judgements about society and stereotypes (10) (11) (12) (13).</p> <p>For a more secure Merit, the student could develop further discerning critique and evaluation about the choices that individuals themselves make in their selection and use of stereotypes. For example, the judgement that the '<i>viewer sees Willy as another gang member</i>' (3) could become more discerning through an evaluation of Willy's decision to wear '<i>gang patches on his clothing</i>' (3).</p> <p>Similarly, further evaluation is needed of the tension between having '<i>the power to not let it [stereotypes] affect us</i>' (12) and that '<i>children's education and employment potential are affected by their upbringing</i>' (8).</p>

Stereotypes are a common idea in literature. Our first impressions of people are often heavily based on assumptions that are already made

by others. This is shown through Crash directed by Paul Haggis, Day Trip directed by Zoe McIntosh, Coffee and Allah by Sima Urale, and the oral text I am Maori by Sheldon Rua.

In the film 'Crash,' the audience immediately associates Daniel as a gang member due to his rough, physical appearance of having a shaved head, imprinted tattoos and loose, baggy pants. Through this we see that society still has the prejudiced view of people with tattoos being very aggressive and judge them as people that experience hardship in finding employment. Daniel's character is greatly misunderstood in this film. He is simply a hardworking locksmith who wants the best for his family. His friendly and composed personality is overlooked because people are more concerned that he is Hispanic and further associates him as a dangerous gangster. It is inevitable that the first thing we look at in people is their physical appearance, particularly when someone is of a different ethnicity. We use stereotypes to identify people, to give ourselves an idea of a person. But very often, this leads to making assumptions that paint a false image of others as we do not get to see the true picture of them. Despite facing such issues, Daniel challenges stereotype through presenting the audience with a strong moral ethic. He proves to Jean that he is indeed not a gang member by returning the keys before he left the Cabot's house. Even though Daniel is treated disrespectfully, he still dealt politely with others. He does not comply to the stereotype placed on him by leaving the keys behind and still helps Jean and Farhad who are of different ethnicity despite being accused as a "gang-banger" and a "cheater". This attitude Daniel portrays is similar to the protagonist of Day Trip. When Willy arrives in the small port town of Picton, he was indirectly attacked by the rude act of a mechanic who stuck his tongue out. However, Willy chose to trivialize the action of the mechanic because it will not benefit him in any way. Both the characters are challenging stereotypes by turning away from it without causing harm towards others.

This form of stereotyping - judging others based on physical appearances is similar to the stereotype established in the film 'Day Trip'. The director introduces Willy with a full, intricate facial tattoo that represents his Maori culture. Again, in this film, the viewer sees Willy as another gang member. However, the presence of a tattoo does not mean that they are bad or are affiliated with crime. Neither Willy nor Daniel from Crash exhibit actions of violence. Initially, Willy is denied drinks by the bartender at the pub in Picton due to the gang patches seen on his clothing. The people at the pub automatically assume Willy is a gang member without knowing his real intentions of coming to the pub. However, when Willy removes the gang patches and reveals his true identity, he is eventually accepted. Willy simply wanted to spend some time away from the isolation he has placed himself in. By removing his barriers, this gave him the opportunity to be able to participate and share part of his day with the people at the pub. This film further emphasizes how society is quick to place others in a category, which eliminates the opportunity for us to discover them for who they are. But if we do the opposite and make an effort to learn about others by looking past their appearance, our ideas can change about the individual. In addition to portraying a strong moral ethic, the viewer sees Willy challenging stereotypes by taking a day off which allows him to leave the house and get a better perspective of the outside world. Willy's experience at the pub has given him another image of the world, that there are so many positive things to explore and focus on rather than letting stereotypes define him because of his background at home. I think the way Willy challenges stereotypes is similar to the poem by Sheldon Rua, as he highlighted how we could continue to allow society to define us and carry this stigma of "a home thing" or let go of it.

'I am Maori' contrasts with the first two texts I have chosen. This is a different approach as stereotype is not established in this text but the poet depicts his personal views as a Maori. The poet himself is the persona who is trying to express his perspective about stereotypes towards his culture such as the struggles they face as a member of the society. They are often disadvantaged and often, the society stereotypes them to be unemployed and unprivileged. Sheldon himself is saying that stereotypes exist in the society but we don't need to conform to it. We have the power to not let it affect us. The poet points out "But regardless of your reality, people will still throw you in the same box as the Māori next door". This reflects the society we live in today as stereotypes continues to exist. This is similar to the

protagonist Daniel in *Crash* as we presume that he is a gang member because of his physical appearance. In addition, the poet highlights the various stereotypes that exist in society which are often drawn towards Maori such as coming from an abusive family. Rua asserts, "But a house is not a home, And unfortunately I occupy a house" suggesting the stereotype that their home is not a safe place for them. "But dad's there..drunk, And Mum's stoned", alluding to Maori parents being associated with alcohol and drugs and also commonly stereotyped as uneducated. Very often, this attitude gets passed onto younger generations which then affects their education and therefore chances of getting a job in the future. The poet challenges the viewers as he mentions "these stains may remain but they never, ever, have to" and that "I've noticed that stereotypes, they don't change but people do." He challenges the audience by standing up for himself and his culture. Therefore, we shouldn't feel disadvantaged because of our ethnicity. We need to remind ourselves that we do not have to stick to social norms and let society define us. In my opinion, the way the poet challenges stereotype is similar to the character Abeba from *Coffee and Allah*. She also makes no effort to conform to stereotypes with her strong faith in Allah and is reluctant to give up her traditional way of brewing coffee. She is standing up for herself and her culture. In addition, Rua includes some Maori language to show that he has not forgotten about his own culture and his own language. Similarly, Abeba attempts to use her own language in order to communicate with the Samoan barista at the coffee shop. I believe that the difference in culture and therefore appearance makes the characters Daniel, Willy and Abeba feel unwelcome in society. Although Willy and the persona (Rua) are native individuals in New Zealand in contrast to Abeba who is a refugee here, the three of them still struggle to fit in due to being stereotyped.

Stereotype is also established in the film, *Coffee and Allah* which features an Ethiopian refugee who struggles to 'fit in' with the people in New Zealand. Her struggles are similar to the characters Daniel and Willy as she is introduced to the audience with the blue burqa. The blue burqa made her stand out and look different thus isolating her from the locals. The audience sees that her blue burqa carries a stigma that is generalized as terrorism and violence causing her to struggle to form connections with other people. This film further reinforces that society is often quick to judge people based on their physical appearance especially by the way they dress and their ethnicity. In addition, Abeba refuses to accept a cup of coffee from the Samoan barista at the coffee shop but she accepts the container of food from her sister who appeared similar in terms of their clothing. I believe stereotypes are established here as this further implies that people often gravitate to people who appear similar to them than those who are of different ethnicities and look different. Abeba challenges stereotype by continuing to dress the same way which shows that she is proud of her culture and would not change the way she dress just because she is in a foreign country. In the coffee house, Abeba positions herself behind the magazine to avoid any form of eye contact with other people. This is also similar to the scene in the tunnel in *Daytrip*. As people passed by Willy, there was no eye contact exchanged, let alone initiation of any conversations. This reflects the reality of society; those who appear different, especially with appearance, are often neglected as society tends to gravitate towards people they identify with. Despite coming from a background of different ethnicity, Abeba goes out in search of coffee beans and this eventually allows her to create a link with New Zealand where she is later made to feel accepted in society and accepts the cup of coffee from the Samoan barista as he makes an effort to interpret her message and respects Abeba's decision of not accepting the coffee initially. Thus, this eventually forms a connection between them which is similar to how Willy ends up being accepted as they offer him the beer.

In conclusion, *Crash*, *Day Trip*, *Coffee and Allah*, and *I am Maori* present us with powerful messages about stereotypes. The four texts have reminded us that stereotypes exist everywhere, regardless of who you are and where you are. By learning to accept others for who they are, focusing less on people's physical appearance and getting to know a person before categorising them, our perspective of them changes. There are various ways of overcoming stereotypes such as respecting others and having a strong moral ethic. They have raised awareness of the stereotypical actions of society towards people of different cultures and physical appearances. They are successful in showing how stereotypes exist in our society and how the characters challenge these stereotypes.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to respond critically to significant connections across texts, supported by evidence.</p> <p>This involves making evaluative interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>The Lost Decade</i>, <i>Babylon Revisited</i>, <i>The Curious Case of Benjamin Button</i> and <i>Winter Dreams</i>, responding critically to connections across these texts, i.e. the relationships between youth, innocence and ageing (1), supported by evidence.</p> <p>The student has made an interpretation of the connection in <i>The Lost Decade</i> (2). There is an evaluative judgement of Charlie's role in <i>Babylon Revisited</i> that has a reference made to the connection (3). The second section presents critical response to ideas of aging, focusing on two texts, which begins to be convincing (5). The third section links the critical response across all texts (6) (7).</p> <p>To reach Merit, the student could link the discussion of <i>The Curious Case of Benjamin Button</i> more closely to the identified connection so that it becomes convincing. Some statements about <i>Babylon Revisited</i> could be expressed more clearly so that the student's meaning is clear.</p>

The balance of innocence and reality in the development of a character. The idea of youth and development is widely discussed and expanded through F. Scott Fitzgerald's literature. A person's youth is often talked about being based on their physical age and appearance. However, through Fitzgerald's writing I have discovered that youth and development can be seen just as much to be dependent on innocence and their experiences with reality. *Through his short stories we learn about characters losing, gaining and reacting to youth when they face moments which compromise or reinstall their innocence.* Youth is defined by innocence: *Through his characters Fitzgerald displays youth as measured by a person's innocence. He shows us the destructive nature of losing it and the ambition and possibilities that it breeds through its return.*

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In the short story The Lost Decade by F. Scott Fitzgerald we meet the character Louis Trimble, an aloof and fragile man who has missed most of the last decade being a drunk. *Trimble rediscovers the beauty of society and its surrounds as he regains an innocent viewpoint on the world.* Fitzgerald best displays this to the reader through his detail and broadening of simple occurrence. An example of this is a quote by Trimble early in the story "I'd like to hear what those two little girls are saying to their father. Not exactly what they're saying but whether the words float or submerge, how their mouths shut when they've finished speaking. Just a matter of rhythm." After getting over his drinking problem Trimble starts to appreciate the simple things and he teaches Brown the importance of embracing youth to stay interested and creative. As the story goes on Trimble continues to make insightful perceptions which *remind us (the reader) of the inquisitive nature that is encompassed by youth and how crucial that attribute can be in modeling our dreams, desires and thus our lives.*

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In the short story Babylon Revisited we get the connection of youth and innocence further described by Fitzgerald who through his character Charlie shows the effect of losing innocence. Charlie lost his innocence early when he decided to throw away his chance at studying and developing for the fast-lane extravagant and destructive lifestyle full of booze, parties and people burying their past. He journeys back to Paris in hope of getting to know his daughter and inviting her to live with him, though as we get deeper into the story we learn that he still cannot quit drinking fully and that he has a slight longing for his former life. "There was a long silence. All of them felt their nerves straining, and for the first time in a year Charlie wanted a drink". The loss of his daughter coinciding with thoughts of relapse show the intense emotional pain that Charlie is feeling. Fitzgerald displays this *to show how important and potentially limited the attribute of innocence is and the cost of losing it. He uses first person narrating through Charlie to develop the idea of struggling with his past drinking addiction in detail and show how it is constantly in his mind, controlling him as well as punishing him for the mistakes of his youth.*

3

Age is artificial whereas youth and innocence is natural and therefore unpredictable: It is another common misconception that youth is something that can be controlled, slowed and sped up. This is an idea explored throughout some of Fitzgerald's short stories. The Curious Case of Benjamin Button is a story written by F Scott Fitzgerald with a main theme of the artificial principles connected to aging by society. His main character Benjamin ages backwards from birth. He displays this main theme best when he shows Benjamin and Hildegard Moncrief, Benjamin's wife start to show signs of age differences. "Look people would remark. What a pity! A young fellow that age tied to a woman of forty-five. He must be twenty years younger than his wife. They had forgotten - as people inevitably forget that back in 1880 their mammas and papas had also remarked about this same ill-matched pair". This passage shows us that whilst Benjamin continues to change and his surroundings continue to age one thing still remains constant; the social fear of what is different. They believe age can be controlled but the truth that Fitzgerald is showing us is that it is a natural process that cannot be controlled nor forecasted. *Fitzgerald manipulates the reader through his fictional circumstances and teaches us aging is one of the few things in the world people like Benjamin cannot stop or fight against, but what truly makes someone special is their character and personal morals.*

4

Another piece of writing where Fitzgerald speaks of age, youth and innocence is in his short story *Winter Dreams*. Dexter Green, his main character believes that you're no one until you have money and a profession. We see this when he responds to Judy's question of who he is with a mumbled "nobody" as Dexter grew up with average wealth and of average intelligence. These morals he created as an innocent youth stuck with him right through until he was rich and had his childhood love Judy. It takes until his mid adulthood for Dexter to realise he had been blinded by his innocent dreams of success and that Judy "Doesn't actually care about me. At all" This quote is used by Fitzgerald to **show us that it is not age but experience that teaches us as people and helps us to grow as characters**. Dexter goes on to enlist in the army because he realises that he was wrong to strive for wealth as a measure of success and that it just complicates things rather than makes them better. The character development is well described in detail by Fitzgerald and he **shows Dexter's character development as a result of experiencing reality that causes him to alter his innocent dreams and morals**.

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Innocence breed's ambition but can also create unrealistic ideals: We as humans are born with innocence; through observation and discovery of the world we learn and develop. In the short story *Winter Dreams* **Fitzgerald shows us again how our innocence and youth is the breeding ground of our hopes and dreams as we grow. However he also shows us that as we grow it is important to let reality and our experiences give us perspective on those hopes and dreams**. Dexter leaves the army to find his ex-girlfriend Judy has married his best friend and has had three children who have taken her beauty and allure. Dexter always saw Judy as beautiful and perfect as he grew up and even after having a chance and losing Judy he thought of her as a "beautiful possibility". This dream was born at an early age for Dexter. This created the unrealistic ideal that she would not grow or change and that he would, always have the possibility of reconnecting with her beauty and charm.

6

Through his innocence Charlie is another great example of unrealistic ideas created through innocence. When he returns to Paris in *Babylon Revisited* he is hopeful of reclaiming his daughter Honoria to live with him. However throughout the story we learn that he was not quite accurate when he tells us at the start of the story that he has "been sober for a year and a half and that he is now a businessman living in Prague" We learn that he is still drinking everyday to keep his addiction in check and this is the first step where we realise that although he has regained his innocence, he has also lost sight of reality in the process and is not at good odds to reclaim his daughter. He is ultimately crushed but realises that righting your past mistakes means facing reality and **in this conclusion we see Fitzgerald fully connect the idea of innocence and reality needing a balance as they are both constantly co-existing with each other in everybody's lives**.

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Conclusion: In conclusion, through F. Scott Fitzgerald's short stories we can learn a lot about developing as people. We learn of the importance of having an innocent mind and holding onto our youth but we also realise through his characters that there is a balance everybody needs to strike once reality sets in and comes after your ambitions.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to respond critically to significant connections across texts, supported by evidence.</p> <p>This involves making evaluative interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>Anthem for Doomed Youth</i>, <i>Arms and the Boy</i>, <i>Dulce et Decorum Est</i> and <i>The Unreturning</i>, responding critically to connections across these texts, i.e. the destructiveness of war (1), supported by evidence.</p> <p>The student has clarified the significance of the identified connection (2), making a judgement about the immaturity and obedience of young men in <i>Anthem for Doomed Youth</i> (3), and has just sufficiently evaluated this idea in <i>Arms and the Boy</i> (4). Some parts of the connection are clarified, then evaluated across the texts (5). Just sufficient judgements are made (6) (7).</p> <p>For a more secure Achieved, the student could clarify some statements (8) so that the link to the connection, and the meaning, is clear.</p>

Throughout history poets have glorified and romanticised war.

Portraying glory, bravery and honor throughout their writing. Disregarding the truth that lay beneath the surface. It was not until the First World War that a group of poets expressed the true horrors of war and sent a social warning to the people on the home front. One of these poets, Wilfred Owen, intrigued me to discover his story that he brings to life in his poetry. His most famous poem 'Dulce Et Decorum Est' illuminates ideas relating to the motives of men as well as the lack of morals within recruitment for the wars. Parallel to this Owen defaces the 'glory war' and describes the truth of young men being slaughtered for the wrong reasons. The poems 'Anthem For The Doomed Youth', 'Arms And The Boy' and 'The Unreturning' echo these ideas, expressed by a man experiencing the horrors of war. *However Owen's concern is not war. Instead how war corrupts the individual and the pressures placed on him by society to fight for war.*

1

The push towards war from society has been evident throughout history, with derogatory terms created for those who did not enlist. This has corrupted youths to fight for what they are told is right: honor and glory, for acceptance in society. Owen illuminates this idea through contrast in language. In 'Dulce Et Decorum Est' the use of the word children helps to identify this: "*to children ardent for some desperate glory*". This forces the reader to see these young men with characteristics that we relate to children. Such as obedience and not know any better. Due to this Owen automatically creates a contrast in the mind of the reader when the following line reads, "the old lie", immediately indicating a difference between the ones fighting and those telling them to fight. The ones corrupting the youths are old and wise whilst Owen calls the men-children as they are obedient to the wishes of their elders. *This further highlights the idea of corruption of youth during wartime as the youth are told to fight and die for their country by the leaders of that country. Due to their obedience they do this and are killed for the wrong reasons.*

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This idea is mirrored in the text "Anthem For Doomed Youth" it is Owens description of the men that further amplifies this idea of children being sent to war. "Not in the hands of boys but in their eyes", the idea is shown here through the word 'boys' suggesting *immaturity and obedience* within the men. Owen further depicts children and adolescence in the poem. The line, "*The pallor girls' brows shall be their pall*", *further echoes Owen's concern of the corruption of children within war.* It is through this constant repetition of children that the audience is able to understand the idea of children being corrupted better. As well as this repetition of children it is also the absence of terms such as 'men' and women' that create understanding of the corruption within the audience. *This is because it allows the audience to realize that it is the youths fighting and dying rather than the men promoting the war.* This is important as we, the audience, gain further understanding through the repetition of Owen's concerns towards youth in war.

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Owen continues this repetition in the text "Arms And The Boy", it is in this text *that Owen creates the idea that youths were not ready to fight the war.* "*There lurk no claws behind his fingers supple*", it is here that the audience see's Owen's doubt in the boys. It expresses the idea that they are not yet strong enough to fight. However it is the connection between the poems "Dulce Et Decorum Est" and "Anthem For The Doomed Youth" that help the audience to see Owen's idea of corruption of youth. It is the constant repetition of terms to describe children as well as whom Owen is talking to that allows the audience to understand this. "Let the boy try along this bayonet-blade", *it is in this the word 'boy' is used, immediately showing these common ideas of Obedience and not knowing better associated with children.* Although in "Arms and the Boy" Owen targets the people handing the boy the arms necessary to fight the war. It is through this that the over bearing theme of corruption is expressed. As the men supply the boys, who do not know any better, the means to fight a war. Forcing the boys into a false sense of security. Thus we the audience can identify Owen's concerns/ideas towards the corruption of youths within war.

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The corruption of youths is throughout Owen's poems. However it is expressed in different ways. *The first way was how the old tell the young to fight for their country by glorifying the battlefield into a somewhat dream world. The other is the corruption of the soldiers within.* Once in the line of battle it is the way in which their moral is lost and the way that they begin to accept death. Owen expresses this in the poems, "Dulce Et Decorum Est", "Anthem for the Doomed Youth" and "The Unreturning". *All three of these poems bring to life the acceptance of death within the boys and the way in which they have been corrupted by war to accept this fate. War corrupts young men into thinking death should be accepted.* It is this idea that Owen expresses in his poem "Dulce Et Decorum Est". We see this through the break down of morale within the soldiers that Owen indicates to us. "We cursed through sludge", this quote immediately allows the reader to understand the environment in which the soldiers find themselves. The word cursed draws attention as it suggests that the men have lost morale and are beginning to loathe their environment. However the way in which Owen portrays the idea of accepting death is in the line, "till on the haunting flares we turned our backs". *This highlights to the audience the men's willingness to go into harms way, for their country,* as during the First World War flares would be used during charges at enemy positions to allow the attackers to see where they were going. *The audience understands this as a willingness of the men to die. This creates the idea of corruption within the soldiers mind, as a healthy human mind does not go into everyday thinking it will be its last.*

This idea of corruption within the soldier and his acceptance of death is echoed in the poem "Anthem For Doomed Youth". It is the title of the poem the firstly enables the audience to identify this idea. It immediately expresses to us that the soldiers involved are destined for death. *Shall shine the holy glimmers of goodbyes.* This further develops this idea of death as it describes the men saying goodbye to this world as well as them seeing death. *This brings the idea of corruption within the soldier to light as it shows their acceptance of death,* which is once again not something that we would relate to the healthy human mind. This is because death is something that for humans comes in the later stages of life. But through Owen's past ideas of the youths being the ones fighting *the audience are able to understand the corruption better. Because it is seen that the men have so much to live for, but are walking into death with an open mind to it. Thus they are corrupted by their inevitable fate that is drilled into them through the environment in which they are trapped.*

Mirroring this is the poem "The Unreturning". Owen writes in his own experience throughout this poem. He is calling upon the dead. "There I watched for the dead; but no ghost woke". This quote gives the idea of Owen searching for death. Thus being similar to accepting it. Because of this the audience is able to see the way in which even Owen himself is corrupted by war. It is also in this poem that the idea of broken morale is expressed. "The weak-limned hour when sick men's sighs are drained", this identifying the mindset in which the soldiers find themselves in. Because of this the reader is further shown to the theme of corruption as the men have been forced into a place in which is impossible to get out of. They feel as though there is nothing to live for. Thus making them corrupted, as it is not the healthy way in which the human mind should operate.

Throughout Wilfred Owen's poems corruption is evident. Whether it is through society and its effects on the individual or the individual and the war's effect on his mental well being. These ideas presented by Owen have become timeless, as human nature has been to fight. It is with this that the audience gains an understanding of war and societies effect on the individual and the innocence and obedience of young men. Thus Owen has created ideas that challenge all societies, past and present.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to respond critically to significant connections across texts, supported by evidence.</p> <p>This involves making evaluative interpretations and judgements across at least four texts.</p> <p>This student has referred to four texts: <i>Robot Visions</i>, <i>The Machine that Won the War</i>, <i>Someday</i> and <i>Nightfall</i>, responding to connections across these texts, i.e. morality during times of change (1), supported by evidence.</p> <p>The student has summarised the text <i>Robot Visions</i> with an emphasis on the uncertainty of the future, with some interpretation (2). There is an implied, loose reference made to the connection (2) (3), in the interpretation of the next two texts. The discussion of <i>Nightfall</i> begins to link to the idea of moral control (4) and then shifts to an interpretation about control of the environment (5).</p> <p>To reach Achieved, the student could more clearly establish the significant connection across all texts so that the aspects and interpretations discussed for each text link across all those texts. The concluding statement could link to that stated in the introduction (6). The discussion needs to shift to critical response that involves evaluation and judgements.</p>

The world is changing, expanding. Our lives are influenced in an ever increasing way by our favorite invention, technology. Isaac Asimov uses his experienced writing Science-fiction, to express his ideas of what is possible in the future. I enjoy thinking about, reading about and watching movies about the future. I see technology as an opportunity to fix our problems, and expand our horizons. Isaac Asimov is the father of robotics. He wrote the 3 laws, that govern the use of intelligent robots. These laws are aimed to control a robot, if they got to an advanced enough stage to out-think a human. In **Robot visions**, we see a moral conflict, between a decision that will set out the future. Asimov reveals how human influence affects our technology in *The Machine That Won The War*, then Technology's influence on us, in **Someday**. Asimov finally exposes the major disadvantage of moral change, that we will face during our future expansion, in **Nightfall**. *Asimov is primarily concerned with our ability to keep control of our morals during big changes in our daily lives. He wants us to be ready for these big changes, by warning us through these 4 connecting books.*

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The future, it's the destination of us all, in the trip down the path of life. The problem now, is that it has changed from a muddy path, into a 5 lane highway, as speeds increase and distance decreases. Asimov gives insight into the future, in **Robot Visions**. Quickly after the invention of the time machine, *the scientists are desperate to know what the future will be like*. Asimov directs us to the common problem of worrying about our future, and if there is actually going to be one, with all these impending doom theories. One second it's a meteorite, the next it's a flu pandemic. *If we got a chance to look at the future we can rest easy knowing it's safe. But what if it isn't?* We can find out exactly what happened then do our best to act, out of our special knowledge, as to change the future in a preferred direction. The Future, unlike the past, is not fixed." says the Temporalist (Time- scientist). A simple robot is sent to the future to report back. Asimov reveals our distrust in each-other. *A robot is sent not because it will do a more effective job, but because humans cannot trust each-other Anything a human says could either be a lie, or false information On such an important mission, no human can be trusted. Therefore we hand the job to Technology.* In *The Machine That Won the War* Asimov exposes our trust in powerful technology. Multivac the most powerful computer ever, is foretold to be the device that won the war. It is our best technology and it chose the correct course of action, winning us the war. Asimov spins the idea around. It wasn't Multivac, but a coin that won the war. We use technology to help us. *It remembers when we forget. But it still involves us. When we want it to remember we must tell it what to remember manually. Technology is only as 'good as we are.*

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The past is to be explored next. As we look back on what life was like from the 21st century, we see the complexity of past conflicts, and our major influence on decisions. The changes in life affect everyone. Our ability to face these changes, has been easy, due to them taking place over many years. The problem now, is our increasing speed, as it changing our world at an ever increasing rate. As our technology evolves we evolve. Past evolution happens over hundreds of years, as animals adjust to changing environments. But we now evolve in as little as 10 years, because of our technological advances. In **Someday**, Asimov expresses his point of view on our future evolution. Through the eyes of children, we watch as they discover that humans once could communicate through written text. Technology has evolved to such a level, that we are no longer taught to read and write at school. Computerized dictation has taken over, causing us to no longer need to write or read.

*Asimov has notified us of the revolution of technology. It becomes essential for daily life, therefore has a great power over us. In **Nightfall**, Asimov introduces the idea, that we cannot live within our moral boundaries, when faced with a loss of control.* When a never before seen solar eclipse occurs, everyone panics. Due to the fact that this planet's solar system is very close to other stars, the planet is in a never ending daylight. *This solar eclipse causes the people on this planet, to feel like they have lost control of their lives, and therefore morals. Asimov wants the reader to see that we love to be in control of everything. When everything seems normal to us, we are happy and feel safe, but as soon as there is a large enough change in a short enough time, we can lose control.* "The lip of the Cave of Darkness passed the edge of Beta (Sun) so that to all Langash (Alien planet) it was hidden from sight. Loud were the cries of men as it vanished and great the fear of soul that fell upon them." This event is natural, therefore cannot be controlled. This problem is faced by all humans, due to the fact that we have never been able to control everything. Isaac *Asimov uses these four connecting short stories, to show us that most things are out of our control.* He uses the example of a natural event in *Nightfall*, and the invention of smart technology in *Robot Visions*. In the *Machine* that won the war he explained about chance, and how it plays a part in our loss of control. He then reveals how we have lost control of technology, as it replaces writing and reading to make our lives easier. *When life is normal our morals work well. We are able to react to a situation, and make well informed decisions. But when life is affected by large scale change that happens in short amounts of time, our morals will not work, and we are afraid to react.*

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