



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

## **Exemplar for Internal Achievement Standard English Level 2**

This exemplar supports assessment against:

**Achievement Standard 91104**

Analyse 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 analyse significant connections across texts perceptively, supported by evidence.</p> <p>This involves developing insightful and/or original interpretations of connections across at least four texts.</p> <p>This student has referred to four texts: <i>The Merchant of Venice</i>, <i>Catch-22</i>, the <i>Star Wars</i> saga and <i>Schwarzfahrer</i>, perceptively analysing connections about how manifestations and interpretations of evil reflect the values and norms of society across these texts, supported by evidence.</p> <p>The student has developed insightful interpretations about society's perception of those who do not fit the societal norm as 'evil', and how society seeks to impose its morality upon those people through alienation (3). There are perceptive interpretations of the connection that society considers itself morally superior (1), and questioning society's ideas of morality in relation to its ever-changing views about what constitutes evil (2).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> <li>• provide further interpretation of the ideas about Shylock's forced conversion to Christianity, the implications of alienating someone from their own religion and culture, or the link to society's feelings of moral superiority</li> <li>• provide further interpretation of the idea that people governed by tyrants are not evil in terms of the student's own explanations of evil.</li> </ul>

My report examines the connections of manifestations of evil across texts and what these manifestations say about the society that we live in. The texts that I used were Catch-22, by Joseph Heller, The Merchant of Venice, by William Shakespeare, The Star Wars Saga, conceived by George Lucas and the German short-film Schwarzfahrer, directed by Pepe Danquart. I felt that all the texts had sufficient manifestations of evil to allow for me to pass societal commentary on what these manifestations say about us, and how we interpret these manifestations from the perspective of what we believe to be the societal norm.....  
(*paragraph continues*)

Characters are mainly used as the primary form of Evil's portrayal. Across the texts I have covered, evil primarily takes on the form of a character within the texts' overarching story. For example, analysing the novel Catch-22, by Joseph Heller, evil manifests itself as a character named Colonel Cathcart, a status-obsessed and ignorant fool with no regard for his men's safety or their lives, constantly raising the mission cap higher in order to prove how great a commander he is to his superiors. This case of superiors being interpreted as evil is similar across the Star Wars Saga (all six films), conceived by George Lucas. Evil primarily takes on the form of two characters, Darth Sidious and Darth Vader, whose treachery and dishonesty caused a 'good' government known as The Republic to be overthrown through sheer deception, these traits living on into the Empire (the now formed superiors) they formed in the Republic's wake..... (*paragraph continues*)

The play, The Merchant of Venice, by William Shakespeare differs slightly in that it has no system of government that is being seen as evil, but rather a whole race of people: Jews. Evil's manifestation is that of a Jewish usurer named Shylock with deliberately used stereotypical characteristics, such as being greedy, ruthless, having a vengeful nature and having an inability to find joy in things. Shylock manipulates the play's main protagonist,..... (*paragraph continues*)

Characters as Manifestations of evil will always have a character opposing them interpreted as 'good'. In what I must say is a rather obvious consequence, evil will always have an opposing character in any given text, for example: Schwarzfahrer, a German short-film directed by Pepe Danquart. It shows us this case of the 'good' character/characters opposing the evil character..... (*paragraph continues*)

The Star Wars Saga is also similar in that it has oppressed individuals opposing evil (albeit in a more overt manner) in open rebellion. The oppressed people of the former Republic we discussed in the previous question have now formed a rebellion against The Galactic Empire as they feel that they have been deceived and unjustly oppressed by this government.....(*paragraph continues*)

Society needs someone or a group to be interpreted as evil for society to assert its morality. Society of today and the societies of the past seemed to always need a group of people or an individual to alienate as an 'enemy' of the societal norm. Today for example.....(*paragraph continues*)

Schwarzfahrer is similar in the sense that the 'enemy' character is alienated as well. The racist views portrayed by the old woman are socially unacceptable in the society of today and can thus be once again interpreted as an 'enemy' to the societal norm of

today, that is of being anti-racist. The manner in which she was alienated in the end of the film as an 'enemy' by having no one show support for her since she portrayed these views shows how morally the people in the tram were asserting their views by not supporting her, but at the same time internally the characters/witnesses would have that feeling of being morally 'above' her whom they had just alienated. And once again this idea of feeling being 'above' the 'enemy' as a result of moral assertion is clear and present in The Star Wars Saga in that the entire principle of the rebellion was to carry out a just cause to overthrow the empire and restore democracy in the form of the Republic. Remember that when the first film was made in 1977 it was during the Cold War and the Galactic Empire (an autocratic government) could have merely been a reference to the government that the USA was in a war of secrecy with: communist Russia. This reference seems to have been deliberate, as both governments operated in very similar ways (governmentally, not economically) by being autocratic and ruthless. At face value the Galactic Empire seems to be evil in itself to an unassuming audience (but remember that it is those who are evil leading governments that make them appear evil) and referring to the Western World's greatest 'enemy' of the time, reinforcing the idea that characters and caricatures in text are used to reinforce society's perceptions of who is the 'enemy' to the societal norm (1). If people in a society are all swayed into hatred of a common enemy by suggestion from text, it is generally easier for that society to be driven towards a common goal. All of this necessity in society to look down upon views and perceptions that go against the societal norm by morally asserting itself against those with these views and perceptions makes one wonder: isn't it going against morality, doing what is right for the sake of it, to assert morality against those labeled as 'enemies' to feel 'above' them and to make them feel immoral in the end? This very idea needs an 'enemy' of the norm for society to morally assert itself is literally a paradoxical view, and yet it is still common to label 'enemies' of the norm today; terrorist groups such as Al Qaeda and the Taliban, dictators such as Kim Jong Il, Colonel Muammar Gaddafi and Bashar al-Assad (symbols of oppression) are looked down upon as 'enemies' of the norm. If being morally correct is doing what is right for the sake of it, then why are we constantly labeling these people as 'enemies' who are interpreted as evil, in order to feel just? Have we actually done anything about these 'issues', not 'enemies', in order to actually have the right to feel morally just, by having done what is right? There is another issue with morality: if we do what is right for the sake of it, how do we define what is right in the first place? How do we define what is a societal norm in the first place as well? That is where the actual portrayal of characters in text as manifestations of evil falls flat in that there is no correct way to define what is evil because evil is defined by what is interpreted to be the societal norm at the time (2). An example being the following scenario: if what the society of today interprets to be the caricature of evil is actually the societal norm, whilst what the society of today interprets to be the caricature of good is now the 'enemy' of the societal norm, how does society now morally assert itself?

In the end, what I can undeniably state is that society feels the need to have an 'enemy' of the norm in order to keep that society on track and in some way be headed towards a common goal at some point, being accomplished by the simple technique of using hatred of a common enemy as a driving force for a society. But the fact that evil is defined as the opposite to the societal norm means that evil has no true definition and is thus merely an interpretation of society. I conclude by stating that these characters represented in texts are merely society's interpretation of what is evil, and thus what is defined as evil may change over time as society heads towards change, but in order for people as members of society to feel better about themselves, they will continuously alienate minority groups and individuals and label them as the 'enemies' of the norm (3).

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to analyse significant connections across texts convincingly, supported by evidence.</p> <p>This involves developing reasoned and clear interpretations of connections across at least four texts.</p> <p>This student has referred to four texts: <i>Education for Leisure</i>, <i>Sad Joke on a Marae</i>, <i>District 9</i> and <i>Barton Fink</i>. There is convincing analysis of the connections about alienation and its consequences across these texts, supported by evidence.</p> <p>The student has done this by developing reasoned and clear interpretations about: alienation by society and by those who have already been alienated (1) (2) (3) (4); the consequences of alienation (5) (6) (7) (8); alienation through education (9) (11); and alienation through cultural domination (12).</p> <p>To reach Excellence, the student could develop insightful interpretations about:</p> <ul style="list-style-type: none"> <li>• how and why society begins to alienate Barton (10)</li> <li>• how European cultural imperialism has alienated Tu from his culture (1)</li> <li>• the links between the 'Prawns' and the treatment of Black South Africans (7).</li> </ul>

My connections examined the portrayal of alienation in mainstream society. I chose to use texts from a modern time period to help create more concrete conclusions about mainstream society. My texts were Education for Leisure by Carol Ann Duffy, Sad Joke on a Marae by Apirana Taylor, District 9 directed by Neill Blomkamp and Barton Fink directed by Joel Coen. I expected all of my texts to be able to reflect one another as they were all from a similar time period. In particular, I expected District 9 and Sad Joke on a Marae to draw similar points as they are both texts that illustrate alienation towards indigenous people, with Sad Joke on a Marae being about Maori, and District 9 being about the treatment of blacks in South Africa (but doing this by using a proxy, which in this film are aliens ('Prawns')). I also thought that Education for Leisure and Barton Fink would create similar conclusions as they are both texts that explore alienation of a single person from mainstream society due to that own persons delusions and thoughts.

Across all texts the reason for alienation was due to some kind of difference to the norm. In Sad Joke on a Marae, Tu has been alienated from his culture and heritage because he has stopped following his culture completely and has become different. In Tu's case, and in the case of many other Maori, this difference was caused by European Cultural Imperialism, but it is still differences from his culture and heritage that has caused the alienation (1). "Above me the Tekoteko raged, he ripped his tongue from his mouth, and threw it at my feet." Through Tu's Europeanization he cannot speak his own language and because of this he is not considered a real Maori. This is the same idea as in 'Education for Leisure'. The speaker is different to the rest of society as he/she is slightly ignorant and deluded. The same goes in Barton Fink. Barton Fink is deluded and self-righteous, believing himself to be above society and an incredible writer, whom the world could not live without. Because of this, society sees him as different, and he then becomes alienated because of this (2). In the same film, Barton's neighbor, Charlie Meadows, is alienated. He too is also seen as different in both his appearance and personality. He is always very loud and overly friendly, which mainstream society often refuses to accept on face value as genuine. Charlie is therefore alienated by society, but also is alienated by Barton Fink, because Barton sees himself as above Charlie (3)(this is shown by Barton's constant interruptions of Charlie and disregard for Charlie's view and profession). This alienation from Barton is very interesting as it also increases his own alienation because Charlie obviously resents how Barton sees himself as superior. Due to these connections, I determined that alienation within mainstream society mainly is caused by difference, and is directed at those who are different. However those who have been alienated by society can also further alienate each other (4).

Across my texts, the one main reoccurring consequence of alienation was violence. This was in relation to both those alienating and those being alienated (5). In Education for Leisure the speaker kills all living things he/she can get his/her hands on. "I squash a fly against the window with my thumb", before finally, at the end of the poem, taking a knife and going out onto the street to stab someone. The speaker was driven to violence by alienation. The speaker is alienated from society because the speaker is no longer a part of society after finishing school the speaker has no job, his/her only purpose is to "sign on" the dole and sit at home becoming bored and deluded, "I am a genius. I could be anything at all, with half the chance. But today I am going to change the world. Something's world. The cat avoids me. The cat knows I am a genius, and has hidden itself." Society alienates the speaker and the speaker alienates him/herself through these delusions. Once the speaker "has had enough of being ignored" the speaker turns to violence for attention and warped revenge on society(6). This violence is caused indirectly by the alienation, as the resulting emotions and delusions cause the violent response from the speaker. In District 9,

a lot of violence is caused by alienation This is a far more blatant example of it though, as those being alienated are literally aliens. They are shunned and discriminated against by society because they are so different in the way they look and communicate .Because they are not human they are not afforded human respect. They are alienated in a shanty town called District 9 where they must find ways to survive in abhorrent conditions. Large amounts of violence occur throughout the film where the authorities enter District 9 regularly to keep control. Aliens and their young are treated suspiciously and remorselessly shot if suspected of minor infringements . These two texts both indicate that alienation does cause violence, both for the alienators and the alienated (7). One final text that confirmed this was Barton Fink. Charlie becomes so fed up and angry about how is being alienated and (although he is already seen to be mentally unstable) cracks. He shoots and kills two police investigators, and it is insinuated that he has killed others also. All of these acts of violence across these texts can be easily linked together, and all linked back to alienation. This is why I determined that the main obvious consequence of alienation upon both parties (the alienated and the alienators) is violence (8).

There are many conclusions that are revealed about mainstream society and alienation from my texts. Each text generated its own separate points and thoughts about society and alienation, and many of these crossed over and connected with other texts. In Education for Leisure, we can determine many things about society and its education system. For example, society's educational system is alienating those who go through it and alienation can easily lead to delusions such as arrogance, self- absorption and megalomania. In this text, the speaker has become deluded in part because of the education system, and not understanding the content, but also because of the alienation being inflicted upon them. These revelations about society, although specific to Education for Leisure, can also be linked to other texts. Delusions like arrogance and self- absorption play a huge part in Barton Fink. Barton Fink has become alienated from society and becomes extremely self- absorbed and arrogant (9). He thinks he is a genius, and when he gets writers block, he become very agitated and self- absorbed in what he is doing. In a way he alienates himself from society, but this goes into a loop, where society begins to alienate him also (10). Society's alienation causes and reinforces his delusions, which is similar to Education for Leisure (11). There are other conclusions that can be drawn from other texts also. For example, Cultural Imperialism features in both District 9 and Sad Joke on a Marae. In District 9 it can be seen as intergalactic imperialism, where humans attempt to change and control the aliens ('Prawns') when they arrive here. Their way of life and customs are replaced with the negative aspects of human life, and this helps to cause the alienation against them as a whole. The same is referenced in Sad Joke on a Marae(12). During Tu's greeting, he speaks about negative aspects of European culture, and these have replaced his knowledge of his own culture and heritage. These two examples from these texts illustrate that cultural imperialism can lead to alienation from society. These are the two main revelations I was able to draw about society and alienation; that society can cause people to develop delusions, and that cultural imperialism created by a society leads to alienation upon others by that same society.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to analyse significant connections across texts convincingly, supported by evidence.</p> <p>This involves developing reasoned and clear interpretations of connections across at least four texts.</p> <p>This student has referred to four texts: <i>The Merchant of Venice</i>, <i>The Hurt Locker</i>, <i>Sad Joke on a Marae</i> and <i>Schwarzfahrer</i>, convincingly analysing connections about alienation through stereotyping and racism across these texts, supported by evidence.</p> <p>There are reasoned and clear interpretations of the connection across texts. The student analyses alienation through cultural stereotyping and religious differences in <i>The Merchant of Venice</i> (4) (6), alienation because of difference in behaviour in <i>The Hurt Locker</i> (1), alienation because of racial differences in <i>Schwarzfahrer</i> (5) and alienation because of the loss of traditional culture in <i>Sad Joke on a Marae</i> (2).</p> <p>For a more secure Merit, the student could develop further interpretations about the reasons why a character (and therefore society) does not take into account the feelings or circumstances of others (2) (3).</p>



The theme I have selected is alienation or outsiders. The texts I have selected are the play script the Merchant of Venice written by William Shakespeare the poem Sad Joke on a Marae written by Apirana Taylor, the short film Schwarzfahrer directed by Pepe Danquart and the Motion Picture The Hurt Locker directed by Kathryn Bigelow. In this report I will discuss why people are made outsiders, how people treat outsiders, what their treatment can result in and what this says about society overall.

In the feature length film 'The Hurt Locker' directed by Kathryn Bigelow there are two characters that could be considered outsiders or aliens. These are Beckham who is a young Iraqi DVD salesman and Sergeant First Class William James who is the leader of an American Explosive Ordnance Disposal squad (EOD). These people are considered outsiders because they do not behave like everyone else around them. Beckham is considered over confident by the other soldiers especially considering his age and the situation he is in. Sergeant Williams is considered too much a 'wild man' and others believe that he does not value his life enough. This is shown in the quote 'What's the best way to... go about disarming one of these things? —Colonel Read.

'The way you don't die, sir. '-Sergeant Williams 'That's a good one. That's spoken like a wild man. That's good. '-Colonel Read. This quote shows that because Sergeant Williams does not develop a well- structured plan to protect himself and his team then Colonel Read thinks that Sergeant Williams does not value his life enough. Because of this Sergeant Williams becomes an outsider because his behavioral patterns are not considered normal (1). This is also seen in the short film Schwarzfahrer directed by Pepe Danquart when the old woman is obscenely racist to a Black Man on board a tram car. The old woman would be considered an outsider because she is not following the 'norm' and behaving like everyone else. She calls the Black Man a 'nigger', 'cad' and a 'Hottentots' and because this racism is not tolerated in a modern society then she is considered an outsider. It is clear that the other passengers see the old woman as an outsider when they are glad to see her escorted off the train by the ticket officer despite the fact the Black Man did eat her ticket.

In the play The Merchant of Venice written by William Shakespeare the outsider of the play is Shylock..... (*paragraph continues*)

In the poem Sad Joke On a Marae by Apirana Taylor the speaker is challenged to speak Maori by the Maori gods despite the fact that he does not know how and feels disconnected from his culture and does not know how to speak Maori because he was never taught it at school. This is shown in the quote 'Tihei Mauriora I cried' because the speaker is crying because even he knows that he is being disrespectful. The speaker tells his ancestors that it is D.B. and the pub and jail that are what he belongs to, not the meeting house of his Maori culture. He feels helpless and says 'Tihei Mauriora/ For that's all I knew.' In the meeting house the gods get angry at Tu's entrance but they understand him at the end. This shows that alienation from culture is really damaging and that it makes people feel like outsiders from their own cultural traditions and that they don't belong anywhere. The speaker still thinks he 'said nothing' and he doesn't have any regard for himself, even though the ghosts 'understood'. (2).

Lack of regard for feeling is also shown in the Short Film, Schwarzfahrer. In the text Schwarzfahrer the character 'the black man' is abused and attacked verbally by the old Woman. The old Woman says 'They multiply like rabbits, everybody with each other. No surprise they all have AIDS.'-directed at the black man and this shows she has no concern for his circumstances and manages to come to this conclusion despite the fact that the Black Man has not said one word onboard the tram. The use of Racism is also seen in the play, The Merchant of Venice. In the Play the Merchant of Venice the character Shylock is not liked because of his religion. In the courtroom scene the Duke and Antonio both refer to Shylock not by his name but by his religion. This is shown when Antonio says; 'I pray you, think you question with the Jew.' This shows that they are not treating Shylock as an individual and not taking his feelings into account. This could not be clearer when the Duke says 'Go one, and call the Jew into the court.' From these two texts we can see that people do not take circumstances into account when judging someone or making accusations about them (3). This is

seen throughout society between the young and old and we as humans often stereotype about other cultures. This shows that we often do not judge people individually but instead as representatives of their culture. This means that people can become outsiders just because of their culture or religion (4).

In the motion picture The Hurt Locker the character Sergeant First Class James Williams James is often left to himself and because of this he begins to smoke and starts gathering one 'souvenir' from each bomb deposed of. This becomes a habit and very quickly Sergeant William has become mildly psychotic..... (*paragraph continues*)

In the short film Schwarzfahrer there is blatant racism from the old woman towards the Black Man. But using the analogy that I brought up before we can see the old woman would be representing the older generation of Germany and it is their perception that has given them this racist view of Negroes. Because of the changing world the older generation feels insecure about their surroundings and they take this out on outsiders. There also can be a lot of patriotism associated with ones' country and the older generation feel although these outsiders who have a different skin colour are not part of their country and do not belong here (5). It is these reasons that were demonstrated throughout Schwarzfahrer that cause people (in particular the older generation) to perceive people from other countries as outsiders and to have prejudice's against them. If we look back to the 16th Century then it was common for not just the older generation but the whole population to have racist views, In the play The Merchant of Venice we can see that most of the population had racist views. These views were not caused by insecurities but instead because there was a lack of knowledge about evolution and science so religion played a much bigger part of people's lives than it does today. The Jews were forced to wear a red hat to make them identifiable in public and this is an important point because it implies that we should judge people based on their religion (6). This is still relevant in a modern society as we see religious garments such as the Burqa being banned in France. This is a huge contrast from the play because we are attempting to stop us stereotyping and putting 'labels' on people and cultures. This would show that as a society we have developed much from the 16th century and we have now begun to stop the racism and stereotyping that was such a big part of life in Venice. If we look at the motion picture The Hurt Locker we can still see examples of racism and it would appear although racism and conflict go hand in hand.

In the motion picture The Hurt Locker we can see small examples of racism but overall it is reduced in our modern society..... (*paragraph continues*)

In this report much has been covered. We have seen that all over the world there will be outsiders and this will be brought on by people not behaving 'normally'. We have also seen that over the years we have developed much as a species but our urge to be with people of our own race will always remain strong. Another interesting point is that the long term effects of alienation can be devastating and it is the outsiders who are more likely to commit the more violent crimes. We have also seen that people would often like judge others with a clear lack of that persons feelings or their background. Overall I believe that if we take more consideration and confront racism when it happens then our society could benefit immensely.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to analyse significant connections across texts, supported by evidence.</p> <p>This involves recognising and interpreting connections across at least four texts.</p> <p>This student has referred to four texts: <i>The Merchant of Venice</i>, <i>To Kill a Mockingbird</i>, <i>Clenched Fist</i> and <i>Schwarzfahrer</i>, analysing connections about racism, revenge, and attitudes to racism across the texts, supported by evidence.</p> <p>The student has done this by recognising and interpreting how racist attitudes affect people's judgements in <i>Schwarzfahrer</i> and <i>To Kill a Mockingbird</i> (1) (5) and how revenge can be a consequence of racist attitudes in <i>Schwarzfahrer</i> and <i>The Merchant of Venice</i> (2).</p> <p>To reach Merit, the student could develop reasoned and clear interpretations about:</p> <ul style="list-style-type: none"> <li>• defending ones' self and others against racism in <i>To Kill a Mockingbird</i> and <i>Clenched Fist</i> (3)</li> <li>• the differing attitudes to racism between children and adults, and the reasons for adults' attitudes within the selected texts (4).</li> </ul>

The texts that I used to research connections of racism were The Merchant of Venice by William Shakespeare, To Kill a Mockingbird by Harper Lee, Schwarzfarher by Pepe Duquart and an extract from Clenched Fist by Witi Ihimaera. To focus my connections I used three questions: Who is being mistreated? What are the consequences of this behaviour? And what does the portrayal of racism reveal about society? I expect to find racism more prevalent in the older texts such as The Merchant of Venice and To Kill a Mockingbird whereas in the more modern texts such as Schwarzfarher and Clenched Fist it will be less prevalent because of the holocaust and the Blacks' civil rights movement in America.

#### Treatment of difference by the majority.

In the texts that I have studied a significant connecting aspect that I found was racism. Racism occurred in these texts in the treatment of outsiders to society. In Schwarzfahrer, the old lady mistreats the black man. During her monologue she calls him a "lout", "savage" and distances herself from him by referring to herself as "we" and him as "they". She never directly addresses him. Likewise in To Kill a Mockingbird, Tom Robinson, a Blackman convicted of raping a white woman (Mayella Ewell) is mistreated by Bob Ewell who knowingly falsely accuses him of raping his daughter because he helped her. He is then mistreated by the gang of men, who go to his jail cell and threaten to kill him. They presume that he is guilty because he is black. They believe that he must be guilty because black people supposedly act like animals. This suggests that the majority being white society judge Tom differently from themselves (in this case Tom is black) as outsiders physically. They do not judge him for who he is. Tom Robinson is actually a very nice person who helped Mayella do something but he was judged on his skin colour and this made him an outsider from the white majority. In society people are often too quick to judge people for what they are not who they are (1)

Another idea that occurred in my texts was that people abuse people who they feel threaten them. Evidence of this is that Bob Ewell feels that his manhood or power around his home is threatened by Tom Robinson as Tom helps Mayella with things around the house, e.g. cutting wood. The way that the old lady is sitting, holding her handbag in Schwarzfahrer suggests to us that she feels threatened by him. The texts suggest that these characters illustrate that they are thought of as a threat that needs to be abused in order so it does not rise up against the people. Bob Ewell thought that Tom was a threat to his status of the head of the family and man about the house so he mistreated Tom by falsely accusing him of raping Mayella.

#### Revenge is a consequence of racial behaviour.

In the texts that I have studied a consequence of racism is that a character who has been mistreated seeks revenge. In Schwarzfahrer, the black man seeks revenge against the old lady who has been persecuting him. He eats her ticket and as a consequence she is kicked off the bus. Likewise in the Merchant of Venice, Shylock seeks revenge against Antonio for calling him a "misbeliever, cutthroat dog" and "spit upon my Jewish gabardine". Shylock's revenge is seeking the pound of Antonio's flesh that he was promised in the bond. He will not accept any amount of money; he wants his revenge against Antonio. I think that people will seek revenge because they have been hurt and they feel they have been wrongly treated (2).

Another consequence of racist behaviour is people not standing up against racism. In the Clenched fist, Api is "smouldering with fury" about having a photo taken of him with a tourist yet he does nothing about his mistreatment. However, in To Kill A Mockingbird, Atticus Finch, a lawyer, stands up for Tom Robinson, a black man. He goes up against the mainly racist town he showed character by doing this. Likewise,

Shylock also stood up for himself by defying the pleas of the Christians for not seeking his pound of flesh (3).

### Age affects the attitude of individuals.

Racism reveals how children's attitudes differ from adult's attitudes. In To Kill a Mocking Bird Jem and Scout (Atticus' children) both are very accepting of their cook Calpurnia, they go to church with her and sit in the black seats at the court room. Likewise in Schwarzfarher, the boy laughs at the old lady pulling her coat from underneath the black man but does not see her nasty intent. Whereas in The Merchant of Venice Antonio is racist to Shylock calling him "misbeliever cutthroat dog" Likewise, the old lady is racist to the black man in Schwarzfarher. The evidence suggests that children have no preconceived ideas about race. They are willing to accept people for who they are whereas adults accept people for what they are. Children see people rather than viewing a race (4).

The portrayal of racism reveals that people will abuse people even if they have not been wronged by them. In The merchant of Venice, Shylock has not wronged Antonio but Antonio has hated: Shylock on the Rialto in front of all the other Merchants because he was Jewish. In Schwarzfarher, the old lady has no reason to abuse the black man. In To kill a mocking bird, Tom Robinson did nothing to the gang of men who wanted to kill him apart from his race. In all three cases the abusers are driven to abuse the black people or Jews just because of their religion or race. This illustrates how strong their hate and racism is for these people (5).

In conclusion, I found was that most commonly people who are different to the majority are mistreated. This difference is usually either racial or religious to the majority. Also a major consequence of racial behaviour is that people will seek revenge against the abuser because they feel that they do not deserve this treatment. Also that children's and adult's attitude to race are different and children accept people for who they are not what they are. The overriding theme that I found was that difference is often prejudiced against.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to analyse significant connections across texts, supported by evidence.</p> <p>This involves recognising and interpreting connections across at least four texts.</p> <p>This student has referred to four texts: <i>The Merchant of Venice</i>, <i>To Kill a Mockingbird</i>, <i>The Fly</i> and <i>The Unknown Citizen</i>, analysing connections about discrimination and differences across the texts, supported by evidence.</p> <p>The student has done this by recognising and interpreting connections about racial discrimination in <i>To Kill a Mockingbird</i> and <i>The Merchant of Venice</i> (1) (2), recognising and interpreting society's discrimination of minority groups (3), recognising and just sufficiently interpreting the connection of 'difference' in <i>The Unknown Citizen</i> (6) and recognising and just sufficiently interpreting the connection of 'harsh treatment' in <i>To Kill a Mockingbird</i> (7).</p> <p>For a more secure Achieved, the student could provide further interpretation of the connection of 'difference' and 'harsh treatment' in <i>The Fly</i> (4), <i>The Merchant of Venice</i> (8) and <i>The Unknown Citizen</i> (5).</p>

Most individuals in every society tend to be exposed to different kinds of discrimination against things such as race and religion. No matter where you go in the world, you will always be judged. But there are only a few groups which get harshly discriminated against. A modern example of a racist group would be the Ku Klux Klan or Neo Nazis. They follow the ways of Adolf Hitler; obviously the outcome of hate from these groups is going to be damaging. I will use four different texts to show how different people are treated.

Different individuals which get introduced to societies, which mainly consist of one dominant racial or religious group, can be discriminated against for being different, 'To Kill A Mockingbird' and 'The Merchant Of Venice' both show people from different racial and religious groups being discriminated against. Tom Robinson, a local black man, is looking for justice as he has been accused of rape even though the victim's father was the one who fatally injured her. Tom Robinson's lawyer fights for Tom's freedom but knows deep down that they will never win in court because of the racism which exists in Maycomb County. Reverend Sykes reveals this racism when he says to the lawyer's children, 'I've never seen a jury decide in favour of a black man over a white man.' The racism is immediately taken into account and Tom Robinson is charged for rape. Tom cannot overcome the fear of prison so he runs but gets shot and dies. This for Tom was a chance of freedom. By dying he was able to break all bonds tied with the discrimination which was forced against him during his short life (1). Shylock in the 'Merchant of Venice' is also of a different religious group (Jewish) which has been introduced to a society which only consists of mainly one religious group (Christian). Shylock has been mocked for being a Jew by the Christians and wants revenge. The Christian Antonio and Shylock the Jew made a bond in case Antonio wouldn't pay back the three thousand ducats. This bond was that if Antonio did not pay back the loan of three thousand ducats Shylock would want a pound of Antonio's flesh in repayment of his debt. Shylock hates Christians as he has been discriminated by them for being a Jew for most of his life so he takes this opportunity to get revenge on the Christians. In the courtrooms Shylock attempts to get justice by arguing that Jews shouldn't be judged more harshly than Christians because most Christians in that time thought of Jews as being impure (2). He finally gets his way but the judge says that if he is to spill one drop of blood he would be arrested for attempted murder. Shylock's daughter who is a Jew gets married to Lorenzo who is Christian, Shylock see this as a betrayal by his daughter which adds fuel to his desire for revenge against the Christians. By marrying Lorenzo, Jessica is mocking Shylock and Jews by marrying and being converted to the religion he hates. Shylock is humiliated. . Shylock loses his bond and his three thousand ducats. In both cases Tom Robinson and Shylock have been racially or religiously discriminated against and neither of them receives justice because of this (3). It is true that during the times these texts were based in were times where racism was widely encouraged but it still shows how uncivilized societies can be. These texts show us how people from a long time ago were treated now and how bad it can get but these texts also suggest that the people of a different race or religion keep fighting for their rights just as much as people from a different race or religion would.

Characters react differently to other individuals because they seem to be different. The Fly and 'The Unknown Citizen' both show how characters react to difference in individuals in both positive and negative ways. The Boss from 'The Fly seems to start off as a normal hardworking man. But as soon as Old Woodfield leaves The Boss immediately goes into a mental breakdown mourning for his son. His son died six years ago and he hadn't thought of him once and so he is regretting that decision. He felt so sad about his son that he wanted to cry but just couldn't. That's when he saw a fly drop into his inkpot. The Boss picked it up with his pen and dropped it onto some paper. So the Boss dropped some more ink on the fly and watched it clean the ink off of its wings. The Boss thought "He's a plucky little devil" He felt a real admiration for the fly's courage. "That was the way to tackle things; that was the right spirit. Never say die." The boss dropped one last blot of ink on the fly and it lay still. The fly was dead. The Boss thought that his son would have fought honourably and courageously and he wanted the fly to reflect those feelings. So The Boss dropped the ink on the fly and watched it fight to the very end. That's how

the boss would have remembered his son. The Boss did not think of it as a fly but thought of it as his son which is the reflection the boss wanted to see (4). The unknown citizen is also treated differently even though he seems to be a conformist. The government of this society had the Bureau of Statistics make a report on him to see what was so great about this person. Everything was perfect which seemed to be good to be true. He followed all the laws and actions his government would want him to do but even so he seemed unusually committed to the government's rule. The government did nothing to encourage this citizen yet "for everything he did he served the Greater Community." And so a marble monument was erected for this citizen so he could be remembered and be an encouragement for future generations. The government treated a conformist, a normal citizen much differently compared to every other citizen in that society. But this was a positive treatment, the government seemed to have treated him like a hero even though he did nothing but conform (5). I believe that this citizen was a prime example of what a citizen should be like. "When there was peace, he was for peace: when there was war, he went." He served the 'Greater Community' and that's what made the unknown citizen different (6). These two texts show two examples of positive and negative types of treatment and this reveals that even though you seem to be different you will not necessarily be treated negatively. Depending on your actions, people will judge you and your actions are what will lead you to a miserable life.

The actions the society takes, as a whole, towards different individuals is brutal and unforgiving. 'To Kill A Mockingbird' and 'The Merchant Of Venice' both show two different people getting harsh reactions from certain individuals who hate these people for being a different race and religion than themselves. Tom Robinson from 'To Kill A Mockingbird' is a local black man from Maycomb County and is an example of how other characters react when seeing him. Atticus and Miss Maudie say to the children "I'd rather you shoot at tin cans, in the backyard, but I know you'll go after birds. Shoot all the blue jays you want, if you can hit them, but remember it's a sin to kill a mockingbird." "Mockingbirds don't do one thing but sing their hearts out for us that's why it's a sin to kill a mockingbird." I believe that Atticus and Miss Maudie are reflecting on the fact that Tom, a black man did nothing wrong, he did not rape Mayella Ewell who is white and still he was blamed for it, tried to escape and was shot Tom Robinson was a mockingbird other characters reactions are harsh. If they could get rid of someone who seemed to be impure to them. This society succeeded in doing so. To these other characters the death of a black man would have been a joy but for a character like Atticus it would have been a heartbreaker as he felt like he had failed Tom and had cost him his life (7). Shylock in 'The Merchant Of Venice' was treated harshly by other characters because he was a Jew. Christians saw him as impure and mocked him for it. An example of Shylock being mocked is when the character Salanio says "Which is the way to master Jews" and "...the dog Jew." This shows that these Christians saw themselves as more pure and more civilized than Jews (8). In this text it has been said that Shylock was intended to be a villain trying to kill Antonio but a different assumption could be made where Shylock is actually a victim to all of this discrimination and hardship. These two texts show us that when there is only one person of different religion or race the other characters dominate them and try to humiliate and oppress these people even though they have done nothing wrong. The dominant group try to get rid of these minorities as they think they are seen as so different.

It is clear from my connections that difference in individuals reveals to us how other people act and more importantly how society will act. Based on your actions society will judge you positively or negatively and either way it will shape the rest of your life however wonderful or miserable it will be.....(paragraph concludes with brief summary)



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to analyse significant connections across texts, supported by evidence.</p> <p>This involves recognising and interpreting connections across at least four texts.</p> <p>This student has referred to four texts: <i>The Catcher in the Rye</i>, <i>Barton Fink</i>, <i>Boy</i> and <i>Mr Van Gogh</i>, recognising and interpreting some connections about people's disconnection from society, supported by evidence. The student has done this by recognising and interpreting Holden's rejection of society (1) and recognising and interpreting the connection across the texts <i>The Catcher in the Rye</i> and <i>Boy</i> (2) (3).</p> <p>To reach Achieved, the student could further analyse connections across texts by interpreting, and supporting with evidence:</p> <ul style="list-style-type: none"> <li>• Barton's disconnection from society (5)</li> <li>• utopian and dystopian connections (3)</li> <li>• Mr Van Gogh's choice of disconnecting himself from the 'average norm' (4)</li> <li>• connections where the characters are rejected for '<i>not being good enough on the outside</i>' (6).</li> </ul>

Catcher In The Rye identifies the way people can disconnect themselves from society. Holden forces himself out of society in order to maintain his youthfulness and innocence. He thinks that everyone else in society is a phony but doesn't realise that he is the biggest phony of them all. An example of this is when Holden meets up with Sally. When he meets up with Sally he thinks it's love at first sight, he even describes "I love this girl and I barely even know her". Later on Sally sees one of her guy friends smoking in the corner and goes over to talk to him. Holden is so outraged to see her interact with someone that has so much arrogance and loss of innocence that he suddenly identifies her as a phony too. From then on their social relationship goes down- hill and leads to a fatal argument. This then leads to Holden disconnecting himself from society. This is a prime example of how Holden tries so hard to maintain his innocence but fails and only succeeds in finding a dystopian reality (1).

Likewise, in the movie Boy, Boy rejects his life, lifestyle and ultimately himself when his father re-appears in his life because he feels that the way he is, is not good enough to be accepted by his father. He has an idealized perception of his father as a cool, fun and loving father who will look after him and take him to the city. Boy doesn't realize that true beauty is inside himself and by changing who he is he finds nothing but a dystopian reality as his father doesn't live up to his expectations. An example of this is when he gets fake tattoos drawn all over him and completely changes his dressing style just to impress his Dad. By doing this though he loses the respect from his friends and they are the ones that truly care about him. This example emphasizes the point that Boy disconnects himself from society and creates an identity of someone he truly is not. This is also shown in the text Catcher In the Rye when Holden also changes who he is so he can try to fit into the average norm (2). Another thing these two texts both have in common is that both the main characters try to chase their perfect utopia but only succeed in a dystopian reality (3).

Another text that reinforces the way people disconnect themselves from society is Mr Van Gogh. Mr Van Gogh was forced out of society and made redundant with the only choice of disconnecting himself from the average norm (4). This is similar to Barton Fink, Barton disconnects himself from society (5). The society doesn't know that by making Mr Van Gogh redundant they were also destroying the inner beauty that he possesses. The society doesn't know that it's not what's on the outside that counts it's what's on the inside. This is also emphasized in the texts Boy and Catcher In The Rye where both of the main characters in these texts are rejected for not being good enough on the outside. An example of this is when boy tattoos himself to make himself seem more appropriate in his father's eyes. This doesn't succeed for him as he loses the inner beauty which he formerly had (6).

In conclusion why must our society be so rejecting of the un average norm? We should treat them like everyone else. We need to be able to treat people for who they are on the inside and not destroy them for who they are on the outside. The un average norm of society hold a unique aspect that the average norm will never be able to have. They bring colour to a dull grey world. I think society only wants to destroy them out of jealousy and stupidity.