



National Certificate of Educational Achievement
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Exemplar for Internal Assessment Resource

English Level 1

Resource title: Building Bridges

This exemplar supports assessment against:

Achievement Standard 90852

Explain Significant Connection(s) Across Texts, Using Supporting Evidence

Grade Boundary Specific Exemplar

The exemplar has been developed from student material specific to an A or B assessment resource.

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	Grade Boundary: Low Excellence
1.	<p>To achieve this standard with Excellence significant connection(s) across texts must be perceptively explained using supporting evidence.</p> <p>The standard asks the student to identify and perceptively explain one or more ideas about significant connections across texts, making clear points that develop understandings that show some insight or originality in thought or interpretation.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts. 'Everyone feels like they do not belong in society or their cultures sometimes'.</p> <p>The student makes clear points that develop understandings that show insight about the connections of 'Everyone feels like they do not belong in society or their cultures sometimes' between texts using supporting evidence. For example the following are connections at Excellence:</p> <ul style="list-style-type: none"> • Kate Woods wants us to understand that it is vital that we find our place in our cultures or society so we do not feel isolated. • Apirana Taylor helps us understand that there is still time for learning. Tu still has hope. No matter how long it takes his tupuna will be happy that Tu regains the knowledge he has lost about his culture. Apirana Taylor wants us to know that there is a place for us in our cultures and our societies whether it is lost or not yet found. <p>To meet Excellence more securely the student would need to explain some of the insight gained from connections in greater depth.</p>

It is natural for people to feel like they do not belong. I have chosen to explore the theme "Everyone feels like they do not belong in society or their cultures sometimes". This theme is evident in the films Looking for Alibrandi, by Kate Woods, Boy, by Taika Waititi and also in the poems Patches Hide No Scars, by Haare Williams and A Sad Joke On A Marae, by Apirana Taylor.

At the beginning of the film Looking For Alibrandi, Josie who is an Italian, does not want to fully participate in a traditional event which is called Tomato Day, a day where the community comes together to crush the tomatoes, ready for bottling. Josie makes her feelings very clear when she changes the traditional music that is playing to her modern day music. **This shows that Josie feels displaced or like she does not belong.** This is shown when Josie constantly tries to ruin Tomato Day, when she disobeys her family. The example "This might be where I come from but is this really where I belong" helps emphasise the fact that Josie feels like she does not belong. **Kate Woods wants us to understand that it is vital that we find our place in our cultures or society so we do not feel isolated.** At the end of the film **Josie goes on to find her place in her culture**, this is shown when Josie fully participates in Tomato Day and when Josie no longer feels she has to change the music to her modern day music.

The film Boy, by Taika Waititi also portrays the theme that "Everyone feels like they do not belong in society or their cultures sometimes." This theme was shown through the character Weirdo (who is a fat pakeha) who feels like he does not belong in society, Weirdo is constantly picked on because neither Boy or Rocky no his upbringing. Like Josie Weirdo feels he does not fit in. Weirdo throughout the movie is stereotyped as a fat strange man. But when Rocky begins to find out how innocent Weirdo really is Weirdo then feels like he belongs to society, after he saves Boy from potentially drowning. **Through this Taika Waititi wants us to understand that we must keep strong and stick up for that we believe in no matter the stereotypes and the put downs.**

The poem Patches Hide No Scars also identifies the theme "Everyone feels like they do not belong in society and their cultures sometimes". Haare Williams has shown this theme through the gang members in this poem, **who like Weirdo are stereotyped but these gang members are stereotyped as "They" and "Them"**. This stereotyping makes the gang members feel like they don't belong in society; this stereotyping excludes the gang members. The example "They bear patches on their jackets hiding scars and wounds," shows us that **they are not looked at as members of society but are stereotyped as brutes, dangerous, intruders and vagrants.** These gangs are organised and this organisation takes leadership, so why couldn't society help them to use their leadership skills for good rather than bad.

In the poem A Sad Joke On a Marae, the theme "Everyone feels like they do not belong in society or their cultures sometimes" has also been identified by Apirana Taylor through the character Tu, the freezing worker, who stands before his tupuna on the marae. Tu is then issued with a challenge which is to go and retain the knowledge of his culture that he has lost. Tu feels he must call on the great leaders Kupe, Paikea, Te Kooti, Rewi and Te Rauparaha for help. Apirana Taylor shows us that Tu has distanced himself from his culture when he says "Ngati D.B is my tribe, the pub is my marae." **We can see that Tu, does not no where he belongs but affiliates himself with what he does know, these being the pub and D.B.** Apirana Taylor helps us understand that there is still time for learning. Tu still has hope. **No matter how long it takes his tupuna will be happy that Tu regains the knowledge he has lost about his culture.** Apirana Taylor wants us to know that there is a place for us in our cultures and our societies whether it is lost or not yet found.

I believe that we all have a place in society or our cultures. Looking for Alibrandi, Boy, and the poems Patches Hide No Scars and A Sad Joke On A Marae, all showed me that even though there is going to be times where we feel like we do not belong, we should never distance ourselves from what makes us happy in our cultures or society.

	Grade Boundary: High Merit
2.	<p>To achieve this standard with Merit significant connection(s) across texts must be convincingly explained using supporting evidence.</p> <p>The standard asks the student to refer to at least four texts, then identify and convincingly explain one or more ideas about significant connections across texts, making clear points that develop understandings about the connection being addressed.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts of 'unconditional love'.</p> <p>The student expresses ideas which begin to hint at perceptive understandings about the connections of 'forbidden love' between the four texts. However these connections need to be more perceptive to meet Excellence. For example:</p> <p>The student makes clear points developing understandings that begin to hint at some insight about the thematic connections of 'unconditional love' between the four texts using supporting evidence. However these connections need to be perceptive to meet Excellence. For example:</p> <ul style="list-style-type: none"> • She can see through the moments when he is less desirable and focus on his true inner qualities. This shows her unconditional love for him. <p>Interpretation of the class difference could be developed through this connection.</p> <ul style="list-style-type: none"> • Rose is so head over heels and completely in love with Jack that she is prepared to go wherever he goes, however he goes without thinking of the consequences. She doesn't care that he isn't rich. Her love is unconditional she accepts him poor even though this means that she would no longer have the wealthy, easy lifestyle that she has always known. <p>The student begins to give insight by stating how her life would change. This could be developed by interpreting the class difference and what this meant at this time.</p> <ul style="list-style-type: none"> • Shows that they adore each other so completely and unconditionally that they have part of the others love inside them and cannot bear to be away from one another. Bella loves Edward unconditionally even though being with a vampire will constantly put her life at risk. <p>The student begins to interpret their differences which could be developed to support their unconditional love.</p> <ul style="list-style-type: none"> • This dialogue shows that Juliet loves him unconditionally whether he is a Montague or not and he has the same unconditional love for her. They risk their lives for their love just like Edward and Bella in <u>Twilight</u>. <p>The student could develop the comparison between the two texts interpreting the idea of unconditional love through the idea of 'risking their lives for each other'.</p>

Unconditional love is a timeless theme that is portrayed in the texts Wuthering Heights, Titanic, Twilight, and Romeo and Juliet. Unconditional love is formed between the two main characters in each text.

In the book Wuthering Heights a young girl's father brings home a dirty street boy. The young girl (Catherine) grows to fall in love with him (Heathcliff) even though he is below her class. "My love for Heathcliff resembles, the eternal rocks beneath: a source of little visible delight, but necessary. Nelly, I AM Heathcliffe! He's always, always on my mind: not a pleasure, any more than I am always a pleasure to myself, but as my being." This quote shows that even though Heathcliff is sometimes annoying, irritating and unenjoyable to Catherine, she loves him. **She can see through the moments when he is less desirable and focus on his true inner qualities. This shows her unconditional love for him.**

Similarly, the movie Titanic shows unconditional love. Again love develops between two unlikely characters. Rose is a wealthy girl "bored" with aristocratic life. Jack is a poor man who has been poor his whole life but knows how to have fun. "When this ship docks I'm getting off with you". This shows that **Rose is so head over heels and completely in love with Jack that she is prepared to go wherever he goes, however he goes without thinking of the consequences. She doesn't care that he isn't rich. Her love is unconditional she accepts him poor even though this means that she would no longer have the wealthy, easy lifestyle that she has always known.**

Another example of unconditional love in a text is between Bella Swan and Edward Cullen in Twilight. Near the end of the book, Bella is being hunted by a vampire and has escaped to Phoenix. Edward is hunting the vampire who is hunting Bella to make sure that Bella is safe again. "I miss you.", "I know Bella. Believe me, I know. It's like you've taken half myself away with you." This excerpt from a phone call between the two lovers **shows that they adore each other so completely and unconditionally that they have part of the others love inside them and cannot bear to be away from one another. Bella loves Edward unconditionally even though being with a vampire will constantly put her life at risk.**

In Romeo and Juliet, the play by William Shakespeare, Romeo and Juliet are from different families who are feuding with each other. Naturally, Juliet Capulet and Romeo Montague are never allowed to meet, mingle and certainly not fall in love with each other. "What's in a name? That which we call a rose/by any other name would smell as sweet/so Romeo would, were he not Romeo called/ Retain that clear perfection which he owes/without that title". This dialogue shows that **Juliet loves him unconditionally whether he is a Montague or not and he has the same unconditional love for her. They risk their lives for their love just like Edward and Bella in Twilight.**

In the texts Wuthering Heights, Titanic, Twilight and Romeo and Juliet we learn that people who are unconditionally in love will do anything and will love each other no matter the situation or their differences.

	Grade Boundary: Low Merit
3.	<p>To achieve this standard with Merit significant connection(s) across texts must be convincingly explained using supporting evidence.</p> <p>The standard asks the student to refer to at least four texts, then identify and convincingly explain one or more ideas about significant connections across texts, making clear points that develop understandings about the connection being addressed.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts of 'teenagers making wrong choices resulting in negative consequences'.</p> <p>The student makes clear points developing understandings about the connections of 'teenagers making wrong decisions resulting in negative consequences' between two of the texts (On the sidewalk bleeding and The last spin) using supporting evidence. For example:</p> <ul style="list-style-type: none"> • "These teenagers made the wrong decision to join gangs. It is because of their gang membership that they end up getting killed. The sad thing is that Andy realised that he didn't need the gang because he had a future with Laura when it was too late. Tigo and Danny realised they were much better friends with each other than with anyone in their gangs, but they stopped the game too late. Their wrong choices had negative consequences which were to lose their lives." <p>To meet Merit more securely the student would need to develop understandings about the connections of 'teenagers making wrong decisions resulting in negative consequences' between the other texts (Romeo and Juliet/Alter Boys) with supporting evidence for Romeo and Juliet. For example:</p> <ul style="list-style-type: none"> • This is the same as what happened to Romeo and Juliet who are teenagers who made a decision that had negative consequences. They thought it would be okay to get married and then their parents would come round to accepting it. Just like the boys, they didn't think it all through long term. <p>The understanding that their youth was a barrier to their ability to think through consequences could be developed further, although some unevenness in the response is acceptable at Merit (see EN5).</p>

Low Merit**Building Bridges**

In the texts I have studied in class all share a theme that **teenagers can make wrong choices that can have negative consequences.**

In the short stories, "The Last Spin" and "On the Sidewalk Bleeding" they are about teenagers who are involved with gangs and this decision has bad consequences. In "On the Sidewalk Bleeding" the main character Andy is at a "jump" a kind of dance where he steps outside to buy cigarettes. He ends up getting stabbed because he is wearing his Royal's gang jacket by a rival gang member from the Guardians. In "The last Spin" two characters, Tigo and Danny, are each members of rival gangs. They have to face each other in Russian Roulette because they are chosen to settle a rival gang dispute. They become friends through this process but Danny still ends up getting shot. **These teenagers made the wrong decision to join gangs. It is because of their gang membership that they end up getting killed. The sad thing is that Andy realised that he didn't need the gang because he had a future with Laura when it was too late. Tigo and Danny realised they were much better friends with each other than with anyone in their gangs, but they stopped the game too late. Their wrong choices had negative consequences which were to lose their lives.**

In the film, "The dangerous lives of Altar Boys" the two main characters Francis Doyle and Tim Sullivan get up to a lot of mischief together like playing pranks on the teachers such as stealing the school's statue of St Agatha and keeping it in their clubhouse. In the end of the film the two boys and their friends decide to catch a cougar and put it inside the school that they attend. It all goes terribly wrong and Tim ends up getting mauled to death by the cougar. This is an example of how teenagers' decisions can have negative consequences. **This is the same as what happened to Romeo and Juliet who are teenagers who made a decision that had negative consequences. They thought it would be okay to get married and then their parents would come round to accepting it. Just like the boys, they didn't think it all through long term.**

In conclusion the four texts all have a connection that show the decisions teenagers make can sometimes have negative consequences. Teenagers sometimes think they know what's right for them, and rely only on themselves (*Romeo and Juliet*) or their friends (*Altar Boys*) or their gangs (*The Last Spin* and *On the Sidewalk Bleeding*) when **they might need guidance or to listen to advice from older people.**

	Grade Boundary: High Achieved
4.	<p>To achieve this standard significant connection(s) across texts must be explained using supporting evidence.</p> <p>The standard asks the student to refer to at least four texts, then identify and explain one or more ideas about significant connections across these texts.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts of 'forbidden love'.</p> <p>The student expresses ideas which begin to hint at convincing understandings about the connections of 'forbidden love' between the four texts using supporting evidence. However these connections need to be more convincing to meet Merit. For example:</p> <ul style="list-style-type: none"> • "They are not aware that their friendship is forbidden." • "Discovering this fact did not stop them from being friends." • "Just like Bruno and Samuel who go behind Bruno's father, Jack and Rose go behind Rose's mother." • "Although Allie and Noah are separated their forbidden love doesn't stop just as Romeo and Juliet's forbidden love doesn't stop. These are examples of what happens when you try to forbid love between two people who are truly in love." <p>The student could develop understandings about the idea that forbidden love is unstoppable.</p>

High Achievement

Forbidden Love

Forbidden love is a theme that is explored in many films and texts today such as The Notebook, Titanic, The boy in striped pyjamas and Romeo and Juliet.

The Boy in Striped Pyjamas is about the loving friendship between two young boys, Bruno and Shmuel. Bruno is the son of a German Soldier and Shmuel is a young Jewish boy who has been forced to live in a concentration camp. The two boys meet at the fence between the concentration camp and Bruno's new home. **They are not aware that their friendship is forbidden.** It is forbidden because Bruno's father is a Nazi and Jews were their enemies. Bruno says to Shmuel, *"We're not supposed to be friends, you and me. We're meant to be enemies, Did you know that?"* **Discovering this fact did not stop them from being friends.**

The Titanic is another famous story of forbidden love. The love of Jack and Rose is forbidden because Rose already has a fiancé. Their love is forbidden by Rose's mother who sees Jack as a threat to Rose's upcoming wealthy marriage. She forbids them from seeing each other due to his lack in wealth, *"You are not to see that boy again, do you understand me Rose? I forbid it".* **Just like Bruno and Shmuel who go behind Bruno's father, Jack and Rose go behind Rose's mother.**

The notebook is also about forbidden love for the same reason. Noah and Allie fall in love. **They are the happiest couple in the world, but Allie's rich parents don't approve of Noah because he is not from the right family and he isn't rich just like Rose and Jack.** Her father tells her, "He's not suitable for you baby". Romeo and Juliet are two young teens, who meet and fall in love. Romeo and Juliet are from two families who are great enemies and marriage between the two of them is forbidden. They go behind their families backs and marry in secret. Romeo is not afraid to be caught, he says to Juliet: *"My life were better ended by their hate"* Juliet takes a potion to look as though she is dead so that she can run away with Romeo, but it doesn't work out and they both die in the end. **Although Allie and Noah are separated their forbidden love doesn't stop just as Romeo and Juliet's forbidden love doesn't stop. These are examples of what happens when you try to forbid love between two people who are truly in love.**

In conclusion, in all these examples of love being forbidden, love always wins in the end. It's no use, if it's true love, forbidding it won't stop it. True love is strong enough to rule over any obstacles that stand in its way. It's a common theme in movies and books these days, and also appears in every day life, whether your parents don't approve of your bad boyfriend, or it's your culture that is stopping you from being together.

	Grade Boundary: Low Achieved
5.	<p>To achieve this standard significant connection(s) across texts must be explained using supporting evidence.</p> <p>The standard asks the student to refer to at least four texts, then identify and explain one or more ideas about significant connections across these texts.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts of 'young lovers facing difficulties in being together'.</p> <p>The student expresses ideas about the connections of 'young lovers facing difficulties in being together' between two of the texts (Romeo and Juliet/Titanic) using evidence which supports part of the thematic connection of 'young love'. For example:</p> <ul style="list-style-type: none"> • "Their difficulties cause both of them to die in the end." • "Rose and Jack face many difficulties to be together. Just like in Romeo and Juliet their families both go against them." • "We learn from all of these texts that people who fall in love at a young age have good times but then have to face difficulties in being together. In Titanic and Romeo and Juliet families caused the difficulties. In Grease and peer pressure caused the difficulties. In Noughts and Crosses racism caused the difficulties." <p>To meet Achievement more securely the student would need to express ideas about 'the difficulties faced by young lovers' between the other texts (Noughts and Crosses/Grease) with supporting evidence (see EN4).</p>

Low Achievement**Young Love**

The four texts, 'Romeo and Juliet the play' and noughts and crosses, 'Grease' and 'Titanic' all explored the idea that teenagers, all fall in love very young and face difficulties to be together.

In the play 'Romeo and Juliet' Romeo Montague and Juliet Capulet are young teenagers who fall in love and marry in secret because their families are enemies. Their final plan to be together goes horribly wrong when Romeo doesn't get Juliet's note explaining how she plans to appear dead so that they can be together. **Their difficulties cause both of them to die in the end.** Another text which explores the difficulties young lovers face in being together is the movie 'Titanic'. Rose is unhappy with her arranged marriage and meets Jack, a poor young artist and falls in love with him. Jack sees the true Rose hidden behind the upper class snob *"You're a spoiled little brat, even, but under that, you're the most amazingly, astounding, wonderful girl, woman that I've ever known"*. **Rose and Jack face many difficulties to be together. Just like in Romeo and Juliet their families both go against them.**

This reminds me of the book 'noughts and crosses'. Callum and Sephy are best friends who fall in love. Sephy yells out *"I love you Callum! I love you!!!"* The love in this book is important because we are told how close they are, and you can tell they really like each other but also it shows all the difficulties they have to put up with to be with each other. This also reminds me of the movie 'Grease'. During a 1950's summer, good girl Sandy and greaser Danny fall in love until Sandy has to return home to Australia at the end of summer. When Sandy starts at the same school as Danny, he acts all cool and sandy is wondering what happened to the Danny she spent summer with. Sandy says *"What's the matter with you?"* Danny then replies with *"What's the matter with me, baby, what's the matter with you?"* At the end of this movie Danny isn't up himself and trying to be cool he actually ends up having a relationship with Sandy.

Overall these texts have much in common in their messages about young love and the difficulties faced by these young lovers. **We learn from all of these texts that people who fall in love at a young age have good times but then have to face difficulties in being together. In Titanic and Romeo and Juliet families caused the difficulties. In Grease peer pressure caused the difficulties. In Noughts and Crosses racism caused the difficulties.**

	Grade Boundary: High Not Achieved
6.	<p>To achieve this standard significant connection(s) across texts must be explained using supporting evidence.</p> <p>The standard asks the student to refer to at least four texts, then identify and explain one or more ideas about significant connections across these texts.</p> <p>The student has referred to four texts and identified a thematic connection within the four texts of the 'challenges/obstacles of love' in the introduction.</p> <p>The student does not express ideas about the connection(s) of the 'challenges/obstacles of love' between texts, instead the student comments on the plot using evidence which is not entirely relevant to the thematic connection. For example:</p> <ul style="list-style-type: none"> • "In the song, 'Art of Love', they sing about the consequences of love. "I'm still learning the art of love, I'm still trying to not mess up, so whenever I stumble let me know". This shows that sometimes love does not go the way that you plan, and sometimes you are going to mess up." <p>To meet Achievement the student would need to 'explain a significant connection' by expressing an idea about the obstacles/challenges of love (the significant connection) between texts (see EN4). For example: Another text that shows that sometimes love does not go the way that you plan, is the song the art of love. The poem 'How Things Are' also deals with the challenges of love where ... (and refer to specific incidents/examples).</p>

High No Achievement

The challenges/obstacles of love

The challenges/Obstacles of love is used in many texts today. In the film 'The Notebook', the poem 'How things are', and the song 'Art of Love', the challenges of love is used a variety of times by all of the characters and Artists. Also in the play, 'Romeo and Juliet' there are a lot of love scenes.

In the film 'The Notebook', a young farm boy, Noah, falls in love with a young rich girl, Allie. They were crazy about each other. But then came one day Allie moved. When Allie saw that Noah had finished his dream house, she went back to visit him. They went on a boat ride, when they came back Noah said to Allie "It was never over, it still isn't over". They are both still in love with each other. In the end they stay together until old age.

The father that speaks in the poem, 'How Things Are' deeply shares his side of his love toward his family. He talks about what happened to his family and how he lost their love. When he says, "Of course you love them; they're the heart of your life". He is saying that he will always love his family no matter what happens but sometimes things can go wrong.

In the song, 'Art of Love', they sing about the consequences of being in love. "I'm still learning the art of love, I'm still trying to not mess up, so whenever I stumble let me know". This shows that sometimes love does not go the way that you plan, and sometimes you are going to mess up. Although throughout all of it you will have to deal with it.

In the play 'Romeo and Juliet' love is shown throughout the whole play, the difficulties of love especially. In this play a young girl, Juliet, falls in love with a young boy, Romeo. But they are both from two very different families. "See, how she leans her cheek upon her hand!", this is part of a world famous quote from the play, it shows that they do love each other deeply, but later on they realise that love is not always a happy ending.

In conclusion, the consequences and difficulties of love are used in many ways and are used a lot today. But sometimes love does not go the way that you plan and sometimes you will have to deal with all of the problems that are happening with your relationship. But what is used in some films today, is that love is not always a happy ending.