



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

## **Exemplar for Internal Assessment Resource**

### **English Level 2**

#### **Resource title: Investigate!**

This exemplar supports assessment against:

**Achievement Standard 91105**

Use information literacy skills to form developed conclusion(s)

Student and grade boundary specific exemplar

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

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Extracts have been selected from both the research process and the final report.

	Grade Boundary: Low Excellence
1.	<p>To achieve this standard at Excellence the student needs to: use information literacy skills to form developed and perceptive conclusion(s).</p> <p>The student uses information literacy skills to form developed and perceptive conclusion(s) by:</p> <ul style="list-style-type: none"> <li>framing the enquiry within an authentic relevant context; identifying a direction for investigation; selecting, using, connecting and evaluating the reliability and usefulness of all six sources of information.</li> <li>consistently comparing, contrasting, explaining and connecting information to the research questions, by the use of appropriate language choices : <i>An article shows...; these include...;all of these influences...; another of my sources...;to the contrary ...; the article states ...;another powerful...;in many situations ...;also a soldier can.</i> These build toward a well-reasoned conclusion, displaying insight: The chief trigger of genocide is us. We as a people are responsible, maybe not directly but the world has looked on silently as millions of people suffer. (Paragraph 2)</li> <li>reaching a decision, expressing an insightful opinion and making a judgement on the explanations offered as the reason for genocide: <i>But at one point or another, these people truly believed in their cause; if not, genocide would cease to exist ... By ignoring their pleas, they are no better than the people doing the actual killing, raping and pillaging ... By taking a neutral position when confronted with genocide, you are essentially supporting the process.</i> (Paragraph 4)</li> <li>building to the perceptive conclusion that “evil lurks within all of us” (Paragraph 8) by: <ul style="list-style-type: none"> <li>referring to lists and statistics of perpetrators and victims: <i>the website ... offers several figures of the deaths caused by genocide and mans brutality</i> (Paragraph 5)</li> <li>using a relevant image ... <i>just as a school bully can assert his power over a weaker student by pure physical intimidation, a minority group may be victimized by a more powerful majority</i> (Paragraph 3)</li> <li>providing anecdotal evidence ... <i>shows a firsthand account of common citizens supporting genocide and acting against the targeted ‘gypsies’ ... actually experienced pleasure whilst torturing another human being.</i>(Paragraph 6)</li> </ul> </li> </ul> <p>To meet Excellence more securely some information was provided towards the end of the work which needed to be further developed and integrated into the final conclusion:</p> <ul style="list-style-type: none"> <li><i>“Hate and killing can become a habit and a ‘norm’ of a soldier’s daily life.”</i> The student could explore the tension in retaining humanity and at the same time following orders to kill which is what a soldier is trained to do. (Paragraph 6)</li> </ul>

	<ul style="list-style-type: none"><li>• <i>Another of my sources ... suggested that genocide in the 20th century was more present as a result of the advances made in technology. Even in third world countries, with little or no modern advancements in technology, mass death can be accomplished ...</i> The student challenges the idea that 20th century genocide was more prevalent as a result of modern advances in technology. Underlying factors that cause genocide could be drawn for a more perceptive conclusion. (Paragraph 7)</li></ul>
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1 Dulce Et Decorum Est was the original text in my investigation. From this poem, written by Wilfred Owen, I was able draw my trigger for the task. The deeply graphic scenes described in Owen's poem allowed me to develop strong feelings towards the inhumane and brutal acts the soldiers were forced to perform. This is what led me to the topic of genocide. Although Dulce Et Decorum Est does not touch on the topic of genocide the underlying horrors that occurred during war share the same principles. The conclusions I have drawn based on the evidence I gathered are that there are many triggers that can all contribute to the mass killing of millions,.....

For genocide to be 'successful' a large range of support is needed. The public need to be persuaded or manipulated.....

2 An article in the source -<http://www.....> shows that there are many triggers ....These include:..... All of these influences can contribute .....The beginnings of genocide can also be traced back to a corrupt leader or government..... Another of my sources (The Psychology Of Genocide And ..... suggested that .....as result of the advances made in technology..... To the contrary, the article states .....Even in third world countries, ....Another powerful pressure on society to instigate genocide..... In many situations during war times and genocide, .....Also a soldier can easily become detached ..... The chief trigger of genocide is us. We as a people are responsible, maybe not directly but the world has looked on silently as millions of people suffer.

3 Another powerful pressure on society to instigate genocide is the use of threats by authority. Just as a school bully can assert his power over a weaker student by pure physical intimidation, a minority group may be victimized by a more powerful majority which is insensitive to the needs and aspirations of that minority. Minority groups may be subjected to dehumanization experiences and made to feel powerless by being subjected to degrading and humiliating experiences based on prejudice.....

Genocide can almost definitely be linked to a corrupt leader and/or government.....But at one point or another, these people truly believed in their cause; if not, genocide would cease to exist. The article in [http://www.sundriesshack.com/2007/07/30/the-pro-genocide party/](http://www.sundriesshack.com/2007/07/30/the-pro-genocide-party/) states..... western countries, with a stable government and economy should do everything in their power to stop genocide and protect innocents victims. By ignoring their pleas, they are no better than the people doing the actual killing, raping and pillaging. It is unbelievable that countries can be so abidingly selfish and callous, that they cannot be moved, even by the cries of butchered millions. By taking a neutral position when confronted with genocide, you are essentially supporting the process. An act so horrifying and repulsive cannot be ignored, and those that do look away and stay silent, even when they have the means to help, are

themselves contributing to the atrocities by their inaction. We need the masses to fight the evil of genocide.....

- 5 Genocide throughout our history is responsible for an unfathomable amount of deaths that are unjustified. The website- [en.wikipedia.org/wiki/genocide.com](http://en.wikipedia.org/wiki/genocide.com) offers several figures of the deaths caused by genocide and mans brutality. 1.5 million Armenians. 3 million Ukrainians. 6 million Jews..... Genocides and other mass murders killed more people in the twentieth century than all the wars combined. These figures are truly impossible to comprehend. All of these numbers represent individuals that have perished for an unjust cause....

- 6 Many soldiers that have committed war crimes or are guilty of corruption have used the term 'kill or be killed' as a powerful excuse. In many situations during war times and genocide, the poisoning of a soldier's morals was inevitable. A soldier with no empathy or concern is a true danger to innocent civilians. Also a soldier can easily become detached to the people they kill, if not insanity may be a sure consequence. Hate and killing can become a habit and a 'norm' of a soldier's daily life. The source ([http://www.ppu.org.uk/genocide/g\\_genocide\\_intro.html](http://www.ppu.org.uk/genocide/g_genocide_intro.html)) shows a firsthand account of common citizens supporting genocide and acting against the targeted 'gypsies' that were to be eradicated. They describe the ordeal as "a bit of excitement". This comment indicates that these men actually experienced pleasure whilst torturing another human being. The man goes on to state that he was laughing, he found enjoyment and satisfaction out of it. At the end of the article the un-named man says "you know how it goes... I didn't feel sorry". ....

- 7 Another of my sources (The Psychology Of Genocide And Violent Oppression: A Study Of Mass Cruelty. -Morrock, Richard) suggested that genocide in the 20<sup>th</sup> century was more present as a result of the advances made in technology. When the United States dropped the atomic bomb, 150000 people were killed in seconds. However on the other hand, genocide can be created by simple tools such as machetes and clubs (as demonstrated in Rwanda). Even in third world countries, with little or no modern advancements in technology, mass death can be accomplished. Within just 100 days over 20% of the country's population had been eradicated, without the use of atomic bombs or heavy artillery.

- 8 In my introduction I stated that evil lurks within all of us. Genocide is the most potent of all crimes against humanity because it is an effort to systematically wipe out a people and a culture as well as individual lives. Morally, we consider murder inhumane, and an act which must not go without punishment. If we extend this further, Genocide (or mass killing) could possibly be the most extreme act of evil anyone could ever commit. As a whole, we condemn the execution of inhumane acts against innocent civilians. If this is so, why are there multiple examples of genocide throughout history?

	Grade Boundary: High Merit
2.	<p>To achieve this standard at Merit the student needs to: use information literacy skills to form developed and convincing conclusion(s).</p> <p>The student uses information literacy skills to form developed and convincing conclusion(s) by:</p> <ul style="list-style-type: none"> <li>• framing the enquiry within an authentic, relevant context and identifying a direction for investigation.</li> <li>• selecting, using, connecting and evaluating the reliability and usefulness of selected information (see second paragraph of student work). (Paragraph 2)</li> <li>• making a convincing judgement based on a range of definitions gathered in the research process. <i>These definitions portray ambition to be more than just a desire and fit in with my original definition and idea of what ambition was ... a number of writers defined ambition ... This idea of ambition doesn't ... These writers see ambition as ...</i> (Paragraph 3)</li> <li>• building towards a well-reasoned conclusion by examining, comparing, commenting and reflecting on a range of perspectives, opinions and attitudes about the topic: <i>So generally people would perceive ambition to have positive effects on their life. But does it really? ... All of these points backed up my original thought about ambition and the positive ... However, a study done on www.... on students who attended ... A similar point is made ... The idea of how ... not taken into account is explored on ... It becomes obvious from these sources that ambition can take its toll on ... have negative effect.</i> (Paragraph 4)</li> <li>• reaching a decision about the positive and negative effects of ambition which is clearly connected to the research and which begins to show some insight into the complexities of the topic: <i>It is important for people who have ambition to exist, for humankind to progress and discover new ... However the research has made me realise how ambition isn't always a positive thing.</i> (Paragraph 5)</li> </ul> <p>To meet Excellence the report needs to consistently move on from the assembling, reflecting and commenting on the gathered data to produce more perceptive conclusions showing insight and perhaps some originality. For example, the following statements could be explained, analysed and/or investigated:</p> <ul style="list-style-type: none"> <li>• <i>"It is also usually associated with people achieving something which betters them as a person"</i> ("better person" could be developed).</li> <li>• <i>"The Life Plan says that if ambition is nurtured in children they will 'be stretched' and will develop creative thinking and learn to influence others"</i> (the link between "creativity" and "ambition" could be investigated). (Paragraph 4)</li> </ul>

After reading Macbeth, my opinion about ambition was challenged and I became  
 1 more open minded about how ambition affects people and their lives. I wanted to find out more about the meaning of ambition and the effects it has on people ..... I believed having ambition would cause a person to have determination and work hard which would result in them achieving their goals and dreams.

<http://www.time.com/time/magazine/article/0,9171,1126746-1,00.html>

There were several different definitions of ambition. Anthropologist Edward Lowe's definition was, ..... and he stated, ..... "who aggressively pursue it and others who aren't so aggressive." Psychologist, Dean Simonton believes "Ambition is energy and determination."

The article has different real life stories, ..... It tells us about the Shipp twins ..... gave them the drive and ambition to be successful themselves and ended up owning a successful personal fitness club. The article also talks about the health complications ..... tells about a study done on 600 students ..... felt stressed because... Because it had both positive and negative aspects of ambition it gave me lots of perspectives and aspects to consider. The reliability of the Time magazine website, .....

.....Is there a difference between wanting power and having the ambition to have power? What exactly is ambition? [www.clearpolitics.com](http://www.clearpolitics.com) defines ambition as being "the drive and determination to succeed". Psychologist, Dean Simonton from [www.time.com](http://www.time.com) believes ambition to be "energy and determination". These definitions portray ambition to be more than just a desire and.....  
 3 [www.articleslash.net](http://www.articleslash.net) ... ambition is basically defined as a desire to achieve personal or professional advancement. This idea of ambition doesn't involve the determination to put in the hard work needed in order to achieve these things. These writers see ambition as simply the desire of achieving these things and believe that alone could turn their dreams into a reality.

4 So generally people would perceive ambition to have positive effects on their life. But does it really? The Life Plan says that if ambition is nurtured in children, ..... [www.articleslash.net](http://www.articleslash.net) says that people with ambition have a strong survival instinct. Also that ambition causes increased self-confidence, ....  
[www.realclearpolitics.com](http://www.realclearpolitics.com) even says that having the drive to succeed will generally serve us well. All of these points backed up my original thought about ambition and the positive effects it will have on a person's life. However, a study done by [www.time.com](http://www.time.com) on students attending a high achieving school revealed that ..... A similar point is made by [www.articleslash.net](http://www.articleslash.net) as it says that ambition can cause mental illnesses ..... The idea of how possible negative

consequences are not taken into account is explored on [www.....](#) demonstrated through the story of Marion Jones, ..... It becomes obvious from these sources that ambition can take its toll on a person's life and have negative effects

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It is important for people who have ambition to exist, for humankind to progress and discover new things, because otherwise we would be stuck in the same world forever. However the research has made me realise how ambition isn't always a positive thing and how you have to be careful and thoughtful about how you may be affecting others on your quest to success. It is important for these people to not let their ambition rule their lives and be considerate about how others are being affected.

	Grade Boundary: Low Merit
3.	<p>The student uses information literacy skills to form sufficiently developed and convincing conclusion(s) by:</p> <ul style="list-style-type: none"> <li>• framing the enquiry from an authentic English context; posing questions; selecting, using and evaluating six appropriate information strategies and sources (see second paragraph of student work). (Paragraph 2)</li> <li>• reaching a decision about the reasons that people believe in prophecies by comparing two sources, analysing the explanations offered and reaching a reasoned conclusion: <i>So even though people believe they have freewill, when it comes to believing in the future through prophecy, the reality is that most people who are obsessed by prophecy do so because something has happened throughout their life ... So they turn to prophecy for the feeling of comfort, and assurance, because if their life means nothing, what's the point of life?</i> (Paragraph 3)</li> <li>• offering an opinion and making a judgement about the influence of prophecies, after researching a range of referenced sources, citing specific examples and then building to a reasoned conclusion: <i>In fact often they do come true because you believe it so strongly that you make it come true</i> (Paragraph 4)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• <i>But people still believe in them. This is because they want to believe in prophecy so much, for reasons stated above.</i> (Paragraph 4)</li> </ul> <p>To meet Merit more securely all information needs to be clearly connected to another convincing conclusion. Later paragraphs in the report tend to focus on providing information, often just “more of the same”, rather than building on the information in order to develop more convincing conclusions.</p>

1 The exact reason why I chose the topic of prophecy was that I was reading **Macbeth**, a play that has a lot to do with prophecy, and it brought up a number of questions. How did prophecy originate? Do you believe that everything in your life is based on chance or that your future is preordained? Some people (myself included) believe prophecy is nonsense, but other people believe prophecy reveals your destiny. I think there is no scientific proof to validate prophecy so why do so many people believe in prophecy? Can prophecy really influence the lives of the people who believe in it?

2 I found Wikipedia had detailed information from many different points of view and so gave me a wide view. It also gave references to pages where it got some of its information which I found helpful to see if it was reliable information. The majority of the information was reliable but because Wikipedia can be edited by anyone on the net I could not rely on the information I was getting as a main source, even though the administrators usually edit out incorrect information.

3 According to skepticsannotateabible.com, it is someone's own freewill to believe in prophecy, and no one can be forced into believing in something ..... It can become a focus throughout a person's life, especially when they have gone through a major tragedy, eg: death, murder, loss. Beginner.au/curious also stated that prophecy can become a major belief and/or focus of one's life ..... So even though people believe they have freewill, when it comes to believing in the future through prophecy, the reality is that most people who are obsessed by prophecy do so because something has happened throughout their life, that has had a major impact on them, either physically or mentally, or maybe even a combination of the two, that led them into believing in prophecy. So they turn to prophecy for the feeling of comfort, and assurance, because if their life means nothing, what's the point of life?

I found on the site Wikipedia.org/Prophecy, that believers believe that prophecies will lead to a better life, prepare them for a better after-life.....I discovered how horoscopes impact millions of people around the world today..... They can come to believe in it strongly, and believe in everything that is said, and believe it to be true, or to come true in the future. In fact often they do come true because you believe it so strongly that you make it come true. For example if you believe you are going to have a car accident, you might be so paranoid that you actually do have one and then you will believe that the prophecy came true. Robert K. Merton a 20<sup>th</sup> century sociologist called this a "self-fulfilling prophecy." Also, people will forget the prophecies that do not come true, such as Harold Camping, who prophesized the end of the world on May 21 2011. When this did not happen he revised his notes and made a new prediction that the world will end on October 21 2011. But people still believe in them. This is because they want to believe in prophecy so much, for reasons stated above.

Also, I also came across psychic hotlines in The Dominion. There were over 23  
5 advertisements, from all across New Zealand, stating that they can see into our future, without a meeting, or knowing our names. Like the site Revelation13.org, the impact on our lives was mainly disaster, love, disease. Both of the sites have some similarities, but with the most of the information, it lacked comparisons, making me feel uneasy about some of the impacts that were stated on both of the websites.

	Grade Boundary: High Achieved
4.	<p>To achieve this standard at Achievement the student needs to: use information literacy skills to form developed conclusion(s).</p> <p>The student uses information literacy skills to form developed conclusion(s) by:</p> <ul style="list-style-type: none"> <li>• framing the enquiry from an authentic, relevant English context: <i>In class this year we have been studying a range of texts that deal with the topic of deception and manipulation and posing questions: Does reality television reflect real life? And is reality TV harmful?</i></li> <li>• selecting and using appropriate information strategies to locate, process and evaluate information from seven sources (see references and notes/evaluation grid)</li> <li>• expressing opinions and suggesting a solution about the effects of reality tv, based on the information gathered: <i>there is potential for reality television to cause harm. But if we teach our youth that all is not what it may seem on reality shows and that they are purely made for entertainment, we may start to have a media savvy generation who realise that the actions and behaviours demonstrated on such shows shouldn't be accepted or mirrored in real life.</i></li> </ul> <p>Through the piece the student builds judgments and opinions, supported and based on the information gathered, leading towards a more convincing conclusion (as required for Merit):</p> <p><i>reality television doesn't depict real life. While watching these shows we should remember that they are made purely for entertainment and anything that is said or happens on the shows should be taken with a grain of salt because it may not reflect what has actually happened or be put out of context. But being put in the category of "reality" tv. can and does cause confusion for some because they believe that with the title of reality, they are seeing raw, firsthand footage of what actually happens in others' lives.</i></p> <p>The student expresses opinions about the information gathered in the research process, moving towards a more "connected" conclusion (see introduction):</p> <p><i>This would suggest that it's harmful for the people who star in such shows, and for their family's too because they are possibly contractually obliged to pretend that who they are on the show is who they also are in real life. This could lead to contestants having personality or social type disorders.</i></p> <p><i>Which is something that today's age see very little of. What we need to be doing is finding out what the youth are viewing the most (which from the articles I have read, points to mostly reality shows) and demonstrate that there will be consequences to negative actions and behaviours, if we are to have a more wholesome, morally and ethically accepted society.</i></p> <p>To meet the standard at Merit the work needs to provide a more convincingly developed conclusion about the effects of reality tv on behaviours of young people. Opinion is given about the behaviour of the student's peers as an effect of reality tv. This opinion is anecdotal and not yet based on information gathered in the inquiry process.</p>

*In class this year we have been studying a range of texts that deal with the topic of deception and manipulation. For this paper we are researching reality shows and their effect on teens. I wanted to find out if reality TV shows a good depiction of real life and if they are harmful to viewers. The questions I chose to use were: Does reality television reflect real life? And is reality TV harmful?*

Does reality TV reflect real life? The article 'Trade secrets: behind the scenes of reality television' written by Bill Burman who is a freelance writer and has worked on numerous reality shows states in an article for <http://jobs.aol.com><sup>1</sup> "sometimes when you see a reality show participant talk straight into the camera, interview style, they aren't even talking about anything remotely related to what's happening at that moment on the show" which is related to the article 'How reality TV fakes it' written by James Poniewozik for [www.time.com](http://www.time.com)<sup>2</sup> which Poniewozik states the producers of a show 'The Dating Experiment' asked a contestant who their favourite celeb was. She said she really loved Adam Sandler. They asked her this because she disliked one of the contestants but that wasn't what they wanted to hear so in the editing room they spliced out her saying Adam Sandler and replaced it with her saying the contestant's name. These articles back up my hypothesis that reality television doesn't show a true depiction of reality. Further evidence of this comes from the article 'How reality TV works' from the site <http://electronics.howstuffworks.com><sup>3</sup> which states that a reality shows segment producer or story editor usually assemble storyboards and shooting scripts, important tools for shaping the direction of the show. But if reality television only showed real life events, such crew wouldn't be necessary and there wouldn't be such a thing called 'frankenbites' which is where they take a scene and change the sound to suit what they are trying to portray. One final blow to the reality television industry comes from the executive producer of the shows 'The Bachelor' and 'The Bachelorette' Mike Fleiss, who confirms that many reality shows are rigged. Fleiss then goes on to say "It's not completely fake but the best moments of those shows are usually orchestrated," which was published on [www.edmontonjournal.com](http://www.edmontonjournal.com)<sup>4</sup> by Bill Graveland.

These articles all relate to my first question and back up my hypothesis that reality television doesn't depict real life. While watching these shows we should remember that they are made purely for entertainment and anything that is said or happens on the shows should be taken with a grain of salt because it may not reflect what has actually happened or be put out of context. But being put in the category of "reality" tv. can and does cause confusion for some because they believe that with the title of reality, they are seeing raw, firsthand footage of what actually happens in others' lives.

Is reality television harmful? It could go both ways, because if you know that what you're watching isn't a real reflection of real life and that it's purely for entertainment then it's less likely to be harmful. But some evidence suggesting that it may be harmful comes from the same article from [www.time.com](http://www.time.com)<sup>2</sup>. Poniewozik writes "The problem is that makers of reality TV have the power to imply or outright fabricate things about real people who have to carry their fake reputations into their real lives." *This would suggest that it's harmful for the people who star in such shows, and for their family's too because they are possibly contractually obliged to pretend that who they are on the show is who they also are in real life. This could lead to contestants having personality or social type disorders.* The next article 'Does reality TV distort how young viewers perceive life?' written by Marryann Haggerty for <http://cgresearcherblog.blogspot.co.nz><sup>5</sup> states that "what the vast body of research indicates is that kids who are exposed to higher levels of violence tend to behave more violently" and "Kids who are exposed to higher levels of sex in the media tend to become sexually active earlier in life than peers with less exposure." Haggerty then says "Because kids are seeing

people close to their own age behaving a certain way on these reality programs, they tend to accept that that's normative behaviour." Shows like 'Jersey Shore' and 'Jordy Shore' would be good examples of these types of behaviours. And I, myself see these types of behaviours and superficiality in my age group. Another example of harm caused by such shows is written by Micki Fahner for [www.usatodayeducate.com](http://www.usatodayeducate.com)<sup>6</sup> which states "It seems that reality show directors and producers are not looking to cast whole, complete people. They're casting types, and that leads to stereotyping" an example of this would be 'Jersey Shore' and their casting of "Guido" type people. The article then goes on to say "many reality programs demonstrate behaviour, but never show the characters facing the results of their actions." Jersey Shore can also be used for this example as they never show the reactions of their parents in relation to their drunken behaviour. *Which is something that today's age see very little of. What we need to be doing is finding out what the youth are viewing the most (which from the articles I have read, points to mostly reality shows) and demonstrate that there will be consequences to negative actions and behaviours, if we are to have a more wholesome, morally and ethically accepted society.*

My last article written by Jamshid Ghazi Askar for the American news site [www.desertnews.com](http://www.desertnews.com)<sup>7</sup> talks about the negative effects reality shows can have on females. Askar says "It [reality shows] communicates the idea to girls that you can have no true girlfriends because your only goal in life is to find a man, and therefore every other woman is a potential love rival and therefore you can have no true female friendships." He then goes on to saying 'of girls surveyed, regular reality TV viewers differ dramatically from non-viewing peers in their expectations of peer relationships, their overall self-image and their understanding of how the world works.' Which I can relate to as I prefer my boyfriend to have male friends than female due to the possible threat a female friend could cause.

So to summarise, *there is potential for reality television to cause harm. But if we teach our youth that all is not what it may seem on reality shows and that they are purely made for entertainment, we may start to have a media savvy generation who realise that the actions and behaviours demonstrated on such shows shouldn't be accepted or mirrored in real life.*

## References

<http://jobs.aol.com/articles/2010/04/30/reality-television-secrets/>

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<http://electronics.howstuffworks.com/reality-tv4.htm>

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<http://cqresearcherblog.bolgspotco.nz/2010/09/does-reality-tv-distort-how-young.html>

<http://www.usatodayeducate.com/staging/index.php/campuslife/the-real-effects-of-reality-tv>

<http://www.deseretnews.com/article/765578586/Combating-the-negative-impacts-of-reality-TV-on-girls-sense-of-self.html?pg=all>

Sources	Question 1: Does reality tv reflect real life?	Question 2: Is reality TV harmful?	Reliable/useful? Why/why not?
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<p>"how reality tv fakes it" by James Poniewozik.  <a href="http://www.time.com">www.time.com</a> Jan 29<sup>th</sup> 2006, Time magazine (printed)</p>	<p>James states that the producers of a show 'the Dating Experiment' asked a contestant who their favorite celeb was. She said she really loved Adam Sandler. In the editing room they spliced our Adam's name and replaced it with her saying another contestant's name. This is called using frankenbites.</p>	<p>"real people who have to carry their fake reputations into their real lives."</p>	<p>yes: part of the Time magazine group. Have a reputation for quality journalism.</p>
<p>"Trade secrets: Behind the scenes of reality television." Jobs.aol.com by Bill Burman. April, 2010. (printed)</p>	<p>"sometimes when you see a reality show participant talking straight into the cameras, interview style, they aren't even talking about anything remotely related to what's happening at that moment on the show."</p>		<p>Useful. It is through a news site so reliable.</p>
<p>"does reality TV distort how young viewers perceive life?" cq researcherblog.blogspot.co.nz by Marryann Haggerty. Aug, 2010. (Printed).</p>		<p>"and what the vast body of research indicates is that kids who are exposed to higher levels of violence tend to behave more violently."          "Because kids are seeing people close to their own age behaving a certain way on these reality programs, they tend to accept that that's normative behavior."</p>	<p>Reliable and useful. It is research and published.</p>
<p>"The real effects of reality TV"  <a href="http://www.usatodayeducation.com">www.usatodayeducation.com</a> by Micki Fahner. April, 2012. (printed)</p>		<p>Dr Peter Christenson said, "while the shows did seem to inspire healthier behavior in some viewers, there was a lot of emphasis placed on superficiality. Something, which over time, he said, may have an effect on viewers' body image and self esteem."          Dr Brad Gorham said, "All tv shows, not just reality shows, help construct scenarios that demonstrate how some behaviors will be rewarded or punished."</p>	<p>Reliable and useful. news site. Gives expert opinion based on evidence.</p>
<p>"Combating the negative impacts of reality tv on girls sense of self" by Jamshid Ghazi Akar.</p>		<p>"It communicates the idea to girls that you can have no true girlfriends because your only goal in life is to find a man, and therefore every</p>	<p>Useful. Strong bias, probably has lots of omitted info.</p>

May 2012.		<p>other woman is a potential love rival and therefore you can have no true female friendships."</p> <p>"of girls surveyed, regular reality tv viewers differ dramatically from non-viewing peers in their expectations of peer relationships, their overall self-image, and their understanding of how the world works."</p>	
"How reality tv works." By Winifred Fordham Metz	A reality shows' segment producers or story editors usually assemble storyboards and shooting scripts, important tools for shaping the direction of the show		Useful. Maybe has some bias. It's a website about the shows.
<p>"Most reality TV is fake says executive producer of 'the Bachelor'"</p> <p><a href="http://www.edmontonjournal.com">www.edmontonjournal.com</a> Bill Graveland, June 2012</p>	In a revelation that will come as a shock to few tv viewers, the executive producer of 'The Bachelor' and 'The Bachelorette' says many reality shows are rigged.		Useful. Maybe some bias. One person's opinion (who is an expert)

	Grade Boundary: Low Achieved
5.	<p>The student uses information literacy skills to form sufficiently developed conclusion(s) by:</p> <ul style="list-style-type: none"> <li>• framing the enquiry and selecting and using appropriate strategies for locating and processing information from six well referenced sources</li> <li>• establishing an appropriate authentic context from the context of the English programme</li> <li>• evaluating the reliability and usefulness of some information and/or sources. For example: <i>The writer of the book is the child in the story. He is writing about his traumatic events he went through each day. It might not be that reliable though because it is told from his point of view and also based on memories he had as a child.</i> (Student notes)</li> <li>• reaching a decision based on the information gathered from more than one source. For example: <i>I believe that the findings of both these sources are true: no one can be born bad. They have to experience bad behaviour in order for them to know what bad is, they can't just be born a bad person, they have to know what bad and wrong behaviour is. This also shows me that abusive behaviour can affect children in a way that makes them think that they are beaten because it's their fault.</i> (Paragraph 2)</li> <li>• making a judgement based on controversial viewpoints from two different sources. For example: <i>My view on this then, is that one society's beliefs may led them to interpret acts as good, whereas those identical acts by another society and This shows me another side of "good" and "bad"- in that obeying authority be seen as being more "good" than actually doing a good act.</i> (Paragraph 3)</li> <li>• building a conclusion from the information gathered. For example: <i>Therefore we need to think carefully before we act what are our reasons and what our beliefs are - are we doing it because we think it is inherently right or because society does?.</i> (Paragraph 3)</li> </ul> <p>To meet Achievement more securely the work requires further development of the response to the question <i>What leads people to do good and bad actions? Their beliefs, or are they just born to be good or bad?</i> There are also a number of opinions given and generalisations made without any reference to research, unacknowledged quotations and unsubstantiated conclusions.</p>

I chose this topic because my study of A Child Called It showed me that so many people have different views on who 'bad' and 'good' people are; however  
 1 my view on this topic is that no-one is born to be bad. Being a Christian or doing good deeds all the time doesn't make you a 'good' person either and it's not carried through our genes. It's all on how we see people in our surroundings, the way we're raised, the laws that are set in and our beliefs has made who we are and how we're viewed to society.

In an article in the U.K Daily Mail suggests people aren't born bad and their genes are combined with bad parenting or how they were raised (eg: child abuse) has encouraged the development of their bad nature.) In the biography A Child Called It, bad parenting is caused through alcohol addictions. The mother of the child 'David' directs the abuse towards him and not towards the other two brothers. She beats him and plays horrible games with him, against his will.  
 2 David is viewed as a 'bad boy' by his mother and the other family members. "I came to believe that everything around me happened was my own fault." I believe that the findings of both these sources are true: no one can be born bad. They have to experience bad behaviour in order for them to know what bad is, they can't just be born a bad person, they have to know what bad and wrong behaviour is. This also shows me that abusive behaviour can affect children in a way that makes them think that they are beaten because it's their fault

My question is, how does society treat those who are viewed as good or bad? The book 'Foot Soldiers of the Terrorist Movement. Suicide Bombers' state that no one can stop the people become bombers from acting out, it's in their beliefs as Muslim people to blow themselves up as a sacrifice for their god Allah, to  
 3 receive 'paradise' as promised. may be viewed as extremely evil .... My view on this then, is that one society's beliefs may led them to interpret acts as good, whereas those identical acts by another society.... 9/11 is a good example of this. Aish.com, a Jewish website, says that good people are the ones that do as they are told and obey. Even though it may be hard they will be praised for their good acts. This shows me another side of "good" and "bad"- in that obeying authority be seen as being more 'good' than actually doing a good act. Therefore we need to think carefully before we act- what are our reasons and what our beliefs are- are we doing it because we think it is inherently right or because society does?

We are happy with helping those close to us but when it comes to those that  
 4 need it we don't think that it will do any good, because we strive for wanting something out of doing good for people. People who silently help those in need do it because they genuinely want to help compared to others who do it because of what they themselves get out of helping. But to certain society's good people are the ones that help people that need it most without thinking of receiving anything back. "People commonly care for sick relatives, give money to help famine victims, donate blood to hospitals, or volunteer to assist at hospices."

This shows me that the good people are the ones that help others in that are in  
**5** desperate need for help, we do strive for that 'fulfilling feeling' of pleasing someone out of the kindness of our hearts without thinking we will receive something out of doing good.

	Grade Boundary: High Not Achieved
6.	<p>The student demonstrates the use of information literacy skills by:</p> <ul style="list-style-type: none"> <li>• framing the enquiry within an authentic relevant context. A direction for investigation is established, derived from the context of the English programme</li> <li>• selecting and using appropriate strategies for locating and processing information</li> <li>• evaluating the reliability and usefulness of selected information.</li> </ul> <p>The work does not yet demonstrate the use of information literacy skills to form developed conclusion(s). Information is selected and summarised with quotations from the sources. However the conclusion of this section is insufficiently developed: <i>It means different things to different people in different situations</i>. Other sections are similarly undeveloped. (Paragraph 5)</p> <p>The student is beginning to work towards a developed conclusion in the last section: <i>As we have seen, the way ambition is used has an effect on the results gained. Used positively, ambition is a powerful force to reach the set objectives. Used negatively it can be equally powerful but ultimately destructive</i>, but the point is not sufficiently developed or clearly enough linked to the quoted source. (Paragraph 6)</p> <p>To meet Achievement, conclusions must be developed by building on the information gained. Rather than just summarising the information, an opinion or judgement must be expressed or a decision reached as to the nature of ambition and its effect/s.</p>

- 1 I chose to research ambition as we were studying Shakespears Macbeth and ambition stood out as an interesting key idea. The topic also interested me as I have always thought there to be different sides to ambition, that it is does not have a straight definition. In Macbeth you see Macbeth and Lady Macbeth both carry their ambition in different ways throughout the play and this provided some background knowledge to my research.
- 2 To find information I used the internet to find articles with different perspectives on ambition. I also used the Library at Massey University to find books.
- 3 I found it suprisingly difficult to find sources on ambition, as most resources I found were about ambitious people, rather than the concept of ambition.....

4 An article from the Guardian in the United Kingdom, describes ambition as "... just a desire to some kind of mark for yourself in an impermanent world." It is talking about women and why ambition is not always a good thing for women to be labelled with. It then goes on to say "we all aspire to be something better, or different, or more fulfilling..." saying perhaps, that women want more, they just aren't as proactive about getting it as men . An article from TIME magazine about ambition mentioned two brothers from a wealthy family who had drifted through school relying on their family's money rather than driving to succeed. When their father sold off the family's company the brothers had completely changed by the time they had finished High school: "... transformed themselves, changing from boys who might have grown up to live off the families wealth to men consumed with going out and creating their own."

- 5 Both these sources hold different viewpoints on ambition but both relate to each other. These articles contrast the societal double standard relating to ambition and gender. It means different things to different people in different situations; it is socially constructed
- 6 As we have seen, the way ambition is used has an effect on the results gained. Used positively, ambition is a powerful force to reach the set objectives. Used negatively it can be equally powerful but ultimately destructive. In the book Necessary Dreams, the author, Anna Fels argues: "If we are to pursue an ambition, we must have both the wish for mastery and a potential audience, along with an expectation that we can reach the desired end point." Without ambition, all you've really got is an idea. Ambition is the driving force behind a plan.