



VIOLENCE

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- Tick Each Section When Complete.

- PREP STEP - Make a copy of this document.
- PREP STEP - Share your essay outline template with your tutor.
- PREP STEP - Copy and paste the link for your essay outline into your study system.
- STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- STEP 2 - Use the TTECEA checklist for details
- STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- STEP 4 - Edit your essay.
- STEP 5 - Put your essay together as one complete piece.

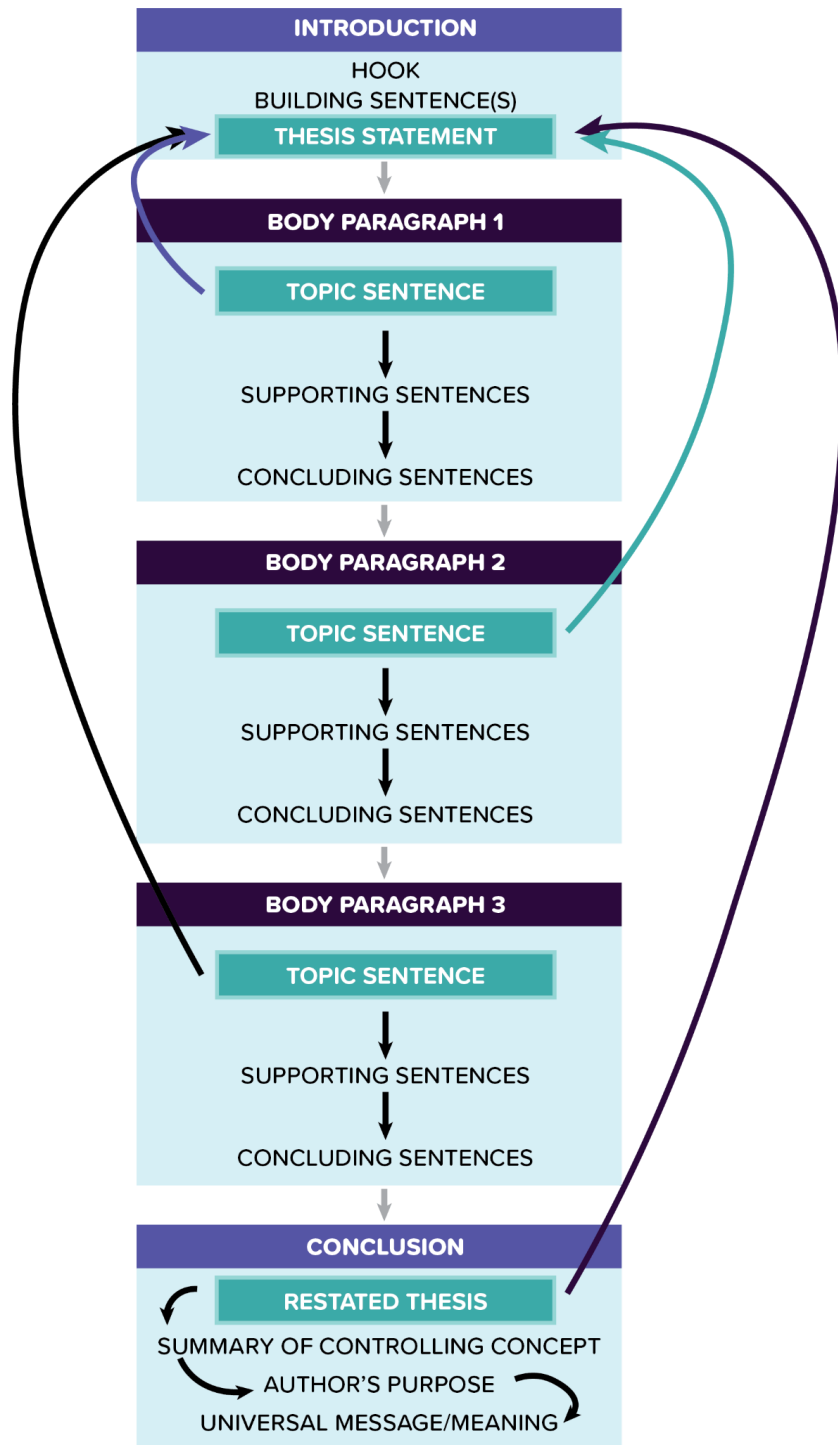
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100% ESSAY STRUCTURE OVERVIEW







ESSAY PLAN

I. Introduction

- A. Background: Violent incidents during the time Kelly was writing DNA
- B. Thesis: Explore biblical references, historical events, and literary parallels that challenge the audience to confront complex moral dilemmas and responsibilities associated with violence

II. Violence as an integral part of humanity

- A. Characters capable of violent acts
- B. Brutal treatment of Adam as a biblical allusion
- C. Connection to the first human in religious texts
- D. Shock and unease for the audience

III. Adam's torture as an allusion to the War on Terror

- A. Transportation of detainees
- B. Degradation and torture
- C. Emotional impact on the reader
- D. Kelly's intention to provoke critical thinking

IV. Social hierarchy and violence in schools

- A. Phil's leadership and Leah's objection
- B. Rhetorical question exploring the theme of violence
- C. Complex moral dilemmas
- D. Comparison to Jack in Lord of the Flies

V. Conclusion

- A. Kelly's use of biblical allusions, historical occurrences, and literary connections
- B. Theme of violence and its implications on human nature
- C. Quote from Kelly about characters knowing right from wrong
- D. Kelly's reasons for writing DNA and the moral question it poses





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <input type="text" value="quote"/>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>During the time Kelly was writing DNA, the world was witnessing violent incidents such as civilian attacks, invasions, occupations, wars, rebellions, and torture.</p>
Building sentence(s) AO3 <input type="checkbox"/> counter-argument OR <input checked="" type="checkbox"/> some contextual info	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Significant events included the 9/11 attacks on US soil, which killed nearly 3,000 people, and the 7/7 London transport network bombings that resulted in the deaths of 52 commuters. The apprehension experienced by Leah and her classmates in DNA could potentially allude to the pervasive anxiety surrounding terror attacks during the early 21st century. However, the treatment of Adam might symbolise the controversial and potentially criminal responses by various countries to these attacks, referred to as the 'War on Terror' by the USA.</p>
Thesis statement AO1 <input checked="" type="checkbox"/> key-idea-1 <input checked="" type="checkbox"/> key-idea-2 <input checked="" type="checkbox"/> key-idea-3	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Consequently, this essay will explore how Kelly employs biblical references, historical events, and literary parallels to challenge the audience to confront the complex moral dilemmas and responsibilities associated with violence and its pervasive effects on humanity.</p>
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key-idea-1	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Kelly's characters in 'DNA' appear to demonstrate that violence is an integral part of humanity.</p>
HOW? Supporting sentences AO2 <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close-analysis <input checked="" type="checkbox"/> effects*	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Even seemingly rational and sensible characters, such as Leah, who kills her own pet, are capable of violent acts. However, the most poignant example of violence in the play is the brutal treatment of Adam, whose name could be a biblical allusion - suggesting he represents the first human - was punched 'in the face' for 'half hour, forty minutes', 'stubbed out cigarettes on him... Arms, hands, face... and soles of his feet' and 'made him run across the motorway'. By connecting the character Adam to the first human in the Bible and the Qur'an, Kelly illustrates how the first human's encounter with the world was violent, thus inviting</p>





		the reader to consider the implications of violence being a fundamental part of human existence since the very beginning.
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	This association may be intended by Kelly to generate shock and unease as the audience is confronted with the idea that humanity's propensity for violence is deeply rooted and not just a byproduct of modern society.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<p><u>WHAT? Topic sentence AO1</u></p> <p><input checked="" type="checkbox"/> key idea 2</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Adam's torture can also be seen as an allusion to the War on Terror.
<p><u>HOW? Supporting sentences AO2</u></p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects²</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	For example, the act of taking Adam up a hill evokes the transportation of detainees from Afghanistan and Iraq to concealed locations such as Guantanamo. Moreover, the degradation and torture inflicted upon Adam are reminiscent of the harrowing images of humiliated Iraqi prisoners at Abu Ghraib prison in 2004, as captured by US soldiers. Consequently, Kelly's allusion to the War on Terror is likely to evoke emotions such as shock, anger, and empathy from the reader. By drawing parallels between the treatment of Adam and the real-life experiences of detainees from Afghanistan and Iraq, Kelly invites the audience to consider the disturbing reality of torture and human rights abuses. This connection to a widely known and controversial historical event heightens the emotional impact of the play, compelling the audience to reflect on the consequences of violence, the nature of humanity, and the potential for individuals or groups to engage in morally reprehensible actions.
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input checked="" type="checkbox"/> author's purpose</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Kelly's intention may be to provoke critical thinking about the complex issues surrounding violence, power dynamics, and the responsibility of individuals and societies in addressing these concerns.





<input checked="" type="checkbox"/> (final thought / context about the key idea)		
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<p><u>WHAT? Topic sentence AO1</u></p> <input checked="" type="checkbox"/> key-idea 3	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Additionally, in schools such as those depicted by Dennis Kelly, a prevailing social hierarchy leads certain students to employ violence and coercion to assert dominance, thereby terrorising their peers.</p>
<p><u>HOW? Supporting sentences AO2</u></p> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>To illustrate, as Phil's leadership grows increasingly violent, Leah objects to his actions. In response, Phil employs a rhetorical question, 'What's more important: one person or everyone?' which serves as a powerful exploration of the theme of violence and its pervasive effects on both individuals and society. Phil's use of a rhetorical question suggests that the answer is obvious, that 'everyone' is 'more important'. However, the obviousness of the question forces the audience to confront the complex moral dilemmas that emerge when weighing the needs of the many against the rights of the few. A possible view is that Phil's actions are driven by a desire to preserve the group rather than himself; yet, Phil justifies the violent act of suffocating Adam to put his 'tribe' or gang first, not thinking about 'All' of society.</p>
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Nevertheless, Phil's claim that he would prioritise 'everyone' by killing Adam is disingenuous because similar to Jack in Lord of the Flies, characters like John Tate, Phil, and Cathy emerge as menacing leaders who prioritise themselves—the 'One'—above all else.</p>
Criteria	Status	CONCLUSION - CRUCIAL!
<p><u>Restated thesis AO1</u></p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In conclusion, Kelly employs of biblical allusions, historical occurrences, and literary connections will reveal how he compels the audience to address the intricate ethical quandaries and obligations that arise from violence and its widespread impact on human beings.</p>





<p><u>Summary of controlling concept AO1</u></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>The theme of violence in 'DNA' raises the question of whether people are born violent, perhaps because violence is encoded in our 'DNA', or if society makes us violent. This question resonates with the audience, as they are encouraged to contemplate the factors that contribute to the development of violent tendencies in individuals.</p>
<p><u>Summary of author's central purpose AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Moreover, Kelly's exploration of torture as a specific form of violence further underscores the pervasiveness and intensity of brutality in human nature. '[My characters] do know right from wrong,' Kelly says 'I think that is a primal instinct within all humans, but people hide it under layers of justification for all the bad things they're tempted to do...' Kelly also said that his reasons for writing 'DNA' were 'to do with western foreign policy. At the time, people were becoming increasingly scared of terrorism (as they are now).' Kelly sensed that our fear put us at risk (as it does now) of responding excessively and limiting our own freedoms as well as those of others.</p>
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Consequently, Kelly constructs 'DNA' in such a way as to ask the audience the following: is it morally acceptable to sacrifice the individual, like Adam and like the Iraqi prisoners at Abu Ghraib prison in 2004, for the benefit of the majority?</p>

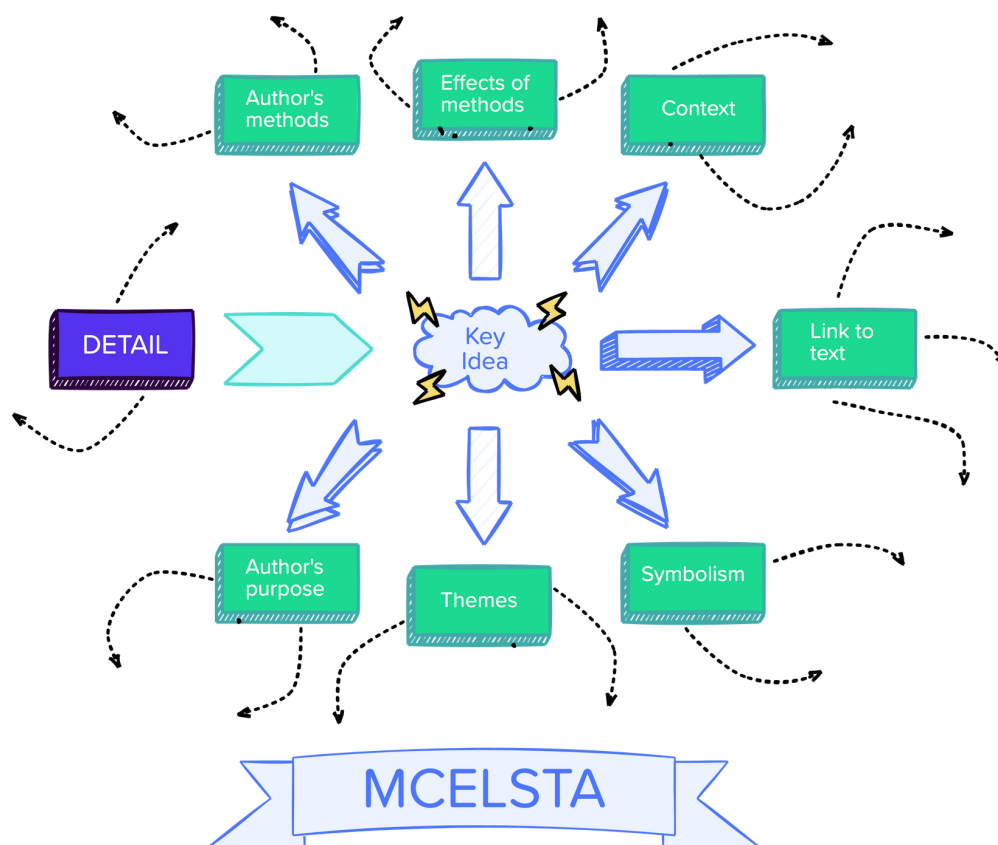




STEP 2: ADDING DETAIL-Complete the TTECEA Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the TTECEA mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the TTECEA elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- EVIDENCE:** EMBED a quote to back up your ideas.
- CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- AUTHOR'S PURPOSE:** Explore why they might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- Removed/replaced ALL redundant repetition.
- Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- Revised essay for cohesion: check the toolkit for help.
- Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- Your vocabulary is academic – no informal language unless quoting directly.
- Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- All words are spelt correctly.
- All sentences and names begin with a capital ~~see guidelines below~~ 
- All sentences end with a full stop.
-  No sentences are separated with a comma  
- I used a comma ~~before and after~~ the following words or phrases:
 - for example,
 - however
- I have used ellipses to indicate missing words in quotes.
- I have used at least one semicolon to separate or join closely related sentences:
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - ABLE PRINTS:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody saw it coming.**
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE! (avoid this)**

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

During the time Kelly was writing *DNA*, the world was witnessing violent incidents such as civilian attacks, invasions, occupations, wars, rebellions, and torture. Significant events included the 9/11 attacks on US soil, which killed nearly 3,000 people, and the 7/7 London transport network bombings that resulted in the deaths of 52 commuters. The apprehension experienced by Leah and her classmates in *DNA* could potentially allude to the pervasive anxiety surrounding terror attacks during the early 21st century. However, the treatment of Adam might symbolise the controversial and potentially criminal responses by various countries to these attacks, referred to as the 'War on Terror' by the USA. Consequently, this essay will explore how Kelly employs biblical references, historical events, and literary parallels to challenge the audience to confront the complex moral dilemmas and responsibilities associated with violence and its pervasive effects on humanity.

Kelly's characters in *'DNA'* appear to demonstrate that violence is an integral part of humanity. Even seemingly rational and sensible characters, such as Leah, who kills her own pet, are capable of violent acts. However, the most poignant example of violence in the play is the brutal treatment of Adam, whose name could be a biblical allusion - suggesting he represents the first human - was punched 'in the face' for 'half hour, forty minutes', 'stubbed out cigarettes on him... Arms, hands, face... and soles of his feet' and 'made him run across the motorway'. By connecting the character Adam to the first human in the Bible and the Qur'an, Kelly illustrates how the first human's encounter with the world was violent, thus inviting the reader to consider the implications of violence being a fundamental part of human existence since the very beginning. This association may be intended by Kelly to generate shock and unease as the audience is confronted with the idea that humanity's propensity for violence is deeply rooted and not just a byproduct of modern society.

Adam's torture can also be seen as an allusion to the War on Terror. For example, the act of taking Adam up a hill evokes the transportation of detainees from Afghanistan and Iraq to concealed locations such as Guantanamo. Moreover, the degradation and torture inflicted upon Adam are reminiscent of the harrowing images of humiliated Iraqi prisoners at Abu Ghraib prison in 2004, as captured by US soldiers. Consequently, Kelly's allusion to the War on Terror is likely to evoke emotions such as shock, anger, and empathy from the reader. By drawing parallels between the treatment of Adam and the real-life experiences of detainees from Afghanistan and Iraq, Kelly invites the audience to consider the disturbing reality of torture and human rights abuses. This connection to a widely known and controversial historical event heightens the emotional impact of the play, compelling the audience to reflect on the consequences of violence, the nature of humanity, and the potential for individuals or groups to engage in morally reprehensible actions. Kelly's intention may be to provoke critical thinking about the complex issues surrounding violence, power dynamics, and the responsibility of individuals and societies in addressing these concerns.

Additionally, in schools such as those depicted by Dennis Kelly, a prevailing social hierarchy leads certain students to employ violence and coercion to assert dominance, thereby terrorising their peers. To illustrate, as Phil's leadership grows increasingly violent, Leah objects to his actions. In response, Phil employs a rhetorical question, 'What's more important: one person or everyone?' which serves as a powerful exploration of the theme of violence and its pervasive effects on both individuals and society. Phil's use of a rhetorical question suggests that the answer is obvious, that 'everyone' is 'more important'. However, the obviousness of the question forces the audience to confront the complex moral dilemmas that emerge when weighing the needs of the many against the rights of the few. A possible view is that Phil's actions are driven by a desire to preserve the group rather than himself; yet, Phil justifies the violent act of suffocating Adam to put his 'tribe' or gang first, not thinking about 'All' of society. Nevertheless, Phil's claim that he would prioritise 'everyone' by killing Adam is disingenuous because similar to Jack





in *Lord of the Flies*, characters like John Tate, Phil, and Cathy emerge as menacing leaders who prioritise themselves—the 'One'—above all else.

In conclusion, Kelly employs biblical allusions, historical occurrences, and literary connections to reveal how he compels the audience to address the intricate ethical quandaries and obligations that arise from violence and its widespread impact on human beings. The theme of violence in 'DNA' raises the question of whether people are born violent, perhaps because violence is encoded in our 'DNA', or if society makes us violent. This question resonates with the audience, as they are encouraged to contemplate the factors that contribute to the development of violent tendencies in individuals. Moreover, Kelly's exploration of torture as a specific form of violence further underscores the pervasiveness and intensity of brutality in human nature. '[My characters] do know right from wrong,' Kelly says 'I think that is a primal instinct within all humans, but people hide it under layers of justification for all the bad things they're tempted to do...' Kelly also said that his reasons for writing 'DNA' were 'to do with western foreign policy. At the time, people were becoming increasingly scared of terrorism (as they are now).' Kelly sensed that our fear put us at risk (as it does now) of responding excessively and limiting our own freedoms as well as those of others. Consequently, Kelly constructs 'DNA' in such a way as to ask the audience the following: is it morally acceptable to sacrifice the individual, like Adam and like the Iraqi prisoners at Abu Ghraib prison in 2004, for the benefit of the majority?

