

# Commentary on candidate evidence

The evidence for these candidates has achieved the following marks for each question of question paper 2.

## Candidate 1

### Section 1 – Scottish texts: *The Slab Boys* by John Byrne

The candidate was awarded **16 out of 20 marks** for this section.

#### Question 1

The candidate was awarded **4 out of 4 marks** for this question.

The first bullet point, 'Phil is clearly overexaggerating about what Lucille's reaction is going to be, setting Hector up to be disappointed' is a basic comment on "Your maw'll be asking you whose the teethmarks are". It was awarded **1 mark**.

The second bullet point, 'Phil is using Alan's pen to effectively blackmail him' is a basic comment on the stage direction "(Phil holds up Parker pen out of Hector's line of vision but so that Alan can see it.)" It was awarded **1 mark**.

The third bullet point, 'the double act that Spanky and Phil have, Phil repeating what Spanky says only makes Hector believe it more' is a basic comment on the repetition of "It's a knockout...A knockout." It was awarded **1 mark**.

The fourth bullet point, 'Phil has successfully blackmailed/forced Alan into saying what he wants or else he will destroy his property' is a basic comment on "It's er...gadghey Heck." It was awarded **1 mark**.

Note that this answer covered both dialogue and stage directions and was awarded full marks.

#### Question 2

The candidate was awarded **4 out of 4 marks** for this question.

The first bullet point, 'shows, through the continuous questioning and eagerness...that Hector is a very excitable, enthusiastic character, almost child-like' is a basic comment on "Will I go now and ask her? Will I?" It was awarded **1 mark**.

The second bullet point, 'Hector is not used to fitting in...he is proud to think he is more like them, but easily fooled into trusting them' is a detailed/insightful comment on "I don't mind doing a bit of swanking now that my clothes are up to date". It was awarded **2 marks**.

The third bullet point is an attempt to comment on “(slightly bamboozled)”. The candidate has incorrectly commented that ‘bamboozled’ shows that Hector may be starting to understand Phil and Spanky’s trickery. This comment was awarded **0 marks**.

The fourth bullet point, ‘the continued trust he places on the slab boys for advice...he listens to them rather than leads’ is a basic comment on “I’m all mixed up...what’ve I got again.” It was awarded **1 mark**.

### **Question 3**

The candidate was awarded **2 out of 2 marks** for this question.

The first bullet point, ‘he is mocking him for his height and inexperience despite being the same age’ is a basic comment on “Good luck, son”. It was awarded **1 mark**.

The second bullet point, ‘speaking in a more ‘posh’ way than normal to mock Alan’s higher social class and annoy him’ is a basic comment on “Oh was it, by Jove.” It was awarded **1 mark**.

### **Question 4**

The candidate was awarded **6 out of 10 marks** for this question.

#### ***Commonality***

The first point, ‘Phil and Spanky...trick him into thinking he is fashionable’ is an acceptable reference to how the theme of deception/self-deception is developed and was awarded **1 mark**.

The second point, about stealing cakes from Sadie’s trolley, is too limited to gain a mark at Higher level. No further marks were awarded at this point.

#### ***Extract***

The point, ‘skipping over the strange design...he keeps up the charade successfully’ is a basic comment on “special design”. It was awarded **1 mark**.

#### ***Elsewhere***

The point, ‘they feel comfortable deceiving and lying to him’ is a basic comment on the beginning of the play, when Spanky and Phil lie to Curry about Phil being ill. It was awarded **1 mark**.

The point, ‘deceive Sadie mainly due to her prejudice and mistreatment of them...as opposed to Alan’ is a basic comment on Phil and Spanky stealing scones from Sadie’s trolley. It was awarded **1 mark**.

The point, ‘Phil uses his humour and rude behaviour to deceive himself...explanation to the reader for his antics’ is a detailed/insightful comment

on the moment when Phil asks Spanky, “Do you think going off a your head’s catching?” It was awarded **2 marks**.

## **Section 2 – Critical essay: Question 4**

The candidate was awarded **17 marks** for this question.

The candidate has chosen to write about *The Great Gatsby* and focuses on how Gatsby’s choice to pursue Daisy resulted in his suffering and eventual downfall.

In terms of knowledge and understanding, the candidate displays secure knowledge of the text. There is detailed textual evidence throughout the essay, beginning with reference to the green light as a symbol of how close he was to reaching the woman he loved and the lifestyle she represented. The candidate develops a coherently structured line of thought, explaining how Gatsby’s ‘whole life was dedicated to winning Daisy’ and exploring her ‘superficiality and vanity’ that makes her unworthy of him. The essay discusses Gatsby’s inability to recognise the truth about Daisy, for example in her materialistic reaction to his opulent house. The trip to New York, the car accident and Gatsby’s protection of Daisy which ‘unknowingly decided his own fate’ are all explored. The essay concludes effectively with the idea that Gatsby’s fate was caused by his inability to accept reality and recognition of the fact that the reader can relate to this. Throughout, there is a secure focus on the demands of the question: the candidate comments on differing aspects of Gatsby’s personality and the reader’s reaction to these, repeatedly referring back to the idea of his responsibility for his suffering/fate.

In terms of analysis and evaluation, the candidate demonstrates detailed analysis and there is an engaged evaluative stance. The candidate focuses on the use of symbolism, characterisation of Gatsby and Daisy, and setting, for example the Valley of the Ashes where the ‘higher power’ of T.J.Eckleburg is described as ‘judging those who benefit from the capitalist, throwaway society of 1920s America.’ The candidate comments on key incidents, for example, the meeting between Gatsby and Daisy at Nick’s house and the events leading to the novel’s tragic climax. The candidate’s engaged evaluative stance is demonstrated throughout, for example, ‘ultimately Gatsby lowered himself to their level’ and, in the conclusion, ‘highlighting our attitudes as readers to prefer a fallen dreamer than a person that never dared to dream’.

In summary, this essay is secure in all respects, demonstrated by knowledge and understanding, detailed analysis and an engaged evaluative stance throughout. The essay sits firmly in the 18-16 range and is awarded 17 marks.

**Overall, this candidate was awarded 33/40 marks for the Higher Critical Reading question paper.**

## Candidate 2

### Section 1 – Scottish text: *The Telegram* by Iain Crichton Smith

The candidate was awarded **12 out of 20 marks** for this section.

#### Question 13

The candidate was awarded **3 out of 4 marks** for this question.

The first point, 'she [the thin woman] thinks herself better than them', is a basic comment on "But then most of them were: they were large, fat and lazy" and was awarded **1 mark**.

The second point, 'thin woman knows she is like this but is judging the other people for caring too much about what other people think' is a basic comment on "snobbish" and was awarded **1 mark**.

The third point, 'fat woman's tone is slightly snarky and sarcastic' is a basic comment on, "But your son is educated,' she added irrelevantly." The candidate accurately commented on the fat woman's tone as indicative of her 'judging the thin woman' and was awarded **1 mark**.

Note that candidates must deal with both characters to achieve full marks in this question. This candidate dealt with both characters, making three basic points, and was awarded 3 marks.

#### Question 14

The candidate was awarded **1 out of 2 marks** for this question.

The point, 'the thin woman believes that her son will abandon her despite her efforts to give him a good life', leaving her 'scared as to what will happen' is a basic comment on "And for all I know he may marry an English girl and where will I be?" It was awarded **1 mark**.

#### Question 15

The candidate was awarded **2 out of 4 marks** for this question.

The first point, 'fat woman is annoyed about an outsider coming in...has made efforts for everything despite being poor', is a basic comment on "Why did she always want to be better than anyone else?" It was awarded **1 mark**.

The second point, 'fat woman is annoyed that the thin woman...only doing this stuff to show off' is a basic comment on "Mayor indeed. Sending her son to university." It was awarded **1 mark**.

The third point is an attempt to comment on "But the thin woman didn't gossip much". The comment is too limited to gain marks at Higher level. It was awarded **0 marks**.

## Question 16

The candidate was awarded **6 out of 10 marks** for this question.

### **Commonality**

The first point is an attempt to comment on the importance of female characters in *The Telegram*. The comment on the mother/son bond is too limited to gain a mark at Higher level and was awarded **0 marks**.

The second point, 'she is essential in Murdo's realisation of his identity', is an acceptable comment on the importance of Mary in *The Red Door*. It was awarded **1 mark**.

The third point, 'the mother goes against the typical nurturing role of a mother and has been turned into a monster', is an acceptable comment on the importance of the mother in *Mother and Son*. It was awarded **1 mark**.

The fourth point, on the importance of Jackson's wife in *Home*, would have been awarded a mark, but the candidate had already gained the maximum 2 marks for commonality.

### **Extract**

The candidate's description of the different perceptions of motherhood from the two women is a detailed/insightful comment on the importance of the two characters and was awarded **2 marks**.

### **Elsewhere**

The description of Mary as 'different from everyone else...made him think about his identity in the first place' is a detailed/insightful comment on the importance of Mary's role in *The Red Door*. It was awarded **2 marks**.

## **Section 2 – Critical essay: Question 1**

The candidate was awarded **14 marks** for this question.

The candidate has chosen to write about *Romeo and Juliet* and focuses on the different emotions experienced by Romeo throughout the play.

The candidate displays clear knowledge of the text, dealing with, mainly, Romeo's sadness, anger and inability to think rationally when confronted with Juliet's apparent death. The essay begins by describing Romeo's 'impulsive, unpredictable behaviours' which 'show him to be a dramatic young man who displays these emotions with no filter'. There follows clear textual evidence used to support a clearly structured line of thought. Romeo's sadness over Rosaline is discussed, along with his interest in love rather than the family feud: 'instead of conflict with the sword, he is experiencing conflict of the heart.' One major focus of the essay is Act 3, Scene 1: the candidate discusses how the hot weather provides an appropriate setting for the heated emotions and fighting; how Romeo's feelings and fate are linked; how the fury experienced by Romeo means

he 'has let his emotions cloud his judgement'. The essay describes his attempts to calm things down, quickly followed by 'intense guilt', 'revenge', sadness and the sense that he 'has given up and is letting fate take control'. The candidate then considers the tragic climax, claiming that 'Romeo's emotional mind and heart were those which killed him'. There is a clear focus on the demands of the question throughout.

The essay demonstrates clear analysis and evaluation. The main focus of the essay is the characterisation of Romeo, with features such as setting, key scene and the build up to the tragic climax all linked to this focus. The candidate comments on the use of contrast, for example between his 'originally lovelorn character and mood compared to the Romeo blinded by anger'. The essay's discussion recognises that the text is a drama by commenting on the audience's involvement in Romeo's emotions, for example, 'gives the audience an insight as to the extent of Romeo's ability to change'. There is a clear evaluative stance throughout, for example when the candidate describes Romeo's 'emotional rollercoaster' and acknowledges that Romeo's changing emotional state 'makes the audience join the rollercoaster, as they feel emotions on behalf of Romeo.'

The essay is clear in all respects: knowledge and understanding with textual references used to support the line of thought which clearly deals with Romeo's different emotions. It is placed in the 15-13 mark range and awarded 14 marks.

**Overall, this candidate was awarded 26/40 marks for the Higher Critical Reading question paper.**

### Candidate 3

#### Section 1 – Scottish text: *The Cone-Gatherers* by Robin Jenkins

The candidate was awarded **18 out of 20 marks** for this section.

#### Question 29

The candidate was awarded **2 out of 4 marks** for this question.

The first point, ‘incredulous attitude...doesn’t accept his feelings’, is a basic comment on “What!” and was awarded **1 mark**.

The second point, ‘emphatic illustration of LRC’s disappointment...upholding the aristocratic values’ is a basic comment on “She frowned” and was awarded **1 mark**.

#### Question 30

The candidate was awarded **4 out of 4 marks** for this question.

The first point, ‘sycophantic towards LRC...moral duty to act subservient towards’ is a detailed/insightful comment on “His aloof submissiveness” and was awarded **2 marks**.

The second point, ‘essentially at the mercy of the upper class...accepts therefore this harsh reality’ is a detailed/insightful comment on “I’ll be here waiting for you...He had been standing there respectfully waiting.” It was awarded **2 marks**.

#### Question 31

The candidate was awarded **2 out of 2 marks** for this question.

The first point, ‘short sentences help to emphasise his ...making the morally virtuous decision’ is a detailed/insightful comment on “I don’t think...I don’t mind”. It was awarded **2 marks**.

The second point, on the use of the first person, is a basic comment and would also have been awarded 1 mark. However, the candidate had already been awarded the maximum of 2 marks.

#### Question 32

The candidate was awarded **10 out of 10 marks** for this question.

#### **Commonality**

The first point, ‘enforcing her aristocratic values’ is an acceptable comment on the role of Lady Runcie-Campbell. It was awarded **1 mark**.

The second point, ‘inner conflict between her aristocratic self and her “Christian complex”’ is a further acceptable comment on the role of Lady Runcie-Campbell. It was awarded **1 mark**.

**Extract**

The candidate's discussion of the conflict between Christian values and the demands of the 'hierarchy system' is a detailed/insightful comment on "We can please ourselves whom or what we carry". It was awarded **2 marks**.

**Elsewhere**

The first point, 'establishes her 'moral code' and enforces her views...commit insolent acts' is a detailed/insightful comment on the beach hut episode. It was awarded **2 marks**.

The second point, 'out of her goodwill as a devout Christian... be the more dominant' is a detailed/insightful comment on Lady Runcie-Campbell's visit to Peggy Duror. It was awarded **2 marks**.

The third point, 'despite acknowledging that they were creatures made by God...integrity of religious views' is a detailed/insightful comment on the Lady Runcie-Campbell having "no qualms about the deer hunt". It was awarded **2 marks**.

**Section 2 – Critical essay: Question 10**

The candidate was awarded **20 marks** for this question.

The candidate has chosen to write about *O Captain! My Captain!*, discussing Walt Whitman's presentation of the captain as a symbolic representation of Abraham Lincoln.

The candidate displays a thorough knowledge and understanding of the text throughout this essay, arguing that Whitman's use of techniques such as invocation, repetition, symbolism and tone effectively encapsulate 'the enduring legacy and achievements' of the American President. The candidate begins by providing a brief context of Lincoln's presidency and achievements: this contextualisation is used to introduce the poet's use of the metaphorical 'ship', representing America, and its Captain. Textual evidence is used perceptively throughout the essay to support a fluently structured line of thought. The candidate uses historical background as a context for discussing how poetic techniques depict Lincoln's heroic qualities. For example, after mentioning Lincoln's ideals and his leadership of a 'war-torn country' the candidate comments on how the imagery of 'father' and the evocation of 'O Captain!' creates a tone of admiration and reverence befitting Lincoln's greatness, but also the poet's sense of loss and the 'wider dismay felt by the nation' on his death. Further consideration is given to the image of America as a 'ship...safe and sound' with the candidate noting that alliteration and a celebratory tone glorify the victory of Union forces. Towards the end of the essay, the symbolism of 'flag of freedom' and 'victor ship...object won' are discussed in the context of Lincoln's role in the formation of a unified and free America.



Throughout the essay, there is a perceptive focus on the demands of the question: discussion of how the poet's presentation of the character of Abraham Lincoln adds to the reader's appreciation of the poem.

In terms of analysis, there is perceptive discussion of poetic techniques – in particular, Whitman's use of the extended metaphors 'the ship' and 'the voyage' to portray America's journey through the turmoil of the Civil War and the achievement of peace and emancipation. Throughout, the candidate demonstrates a committed evaluative stance with respect to the poem and its central concerns.

In summary, this essay is thorough and perceptive in all respects, and the candidate's committed evaluative stance is apparent throughout. For these reasons, the essay is placed at the top of the 20-19 mark range and is awarded a mark of 20.

**Overall, this candidate was awarded 38/40 marks for the Higher Critical Reading question paper.**

## Candidate 4

### Section 1 – Scottish text: *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson

The candidate was awarded **19 out of 20 marks** for this section.

#### Question 21

The candidate was awarded **4 out of 4 marks** for this question.

The first point, 'pathetic fallacy of stormy weather' is a basic comment on "wild, cold, seasonable night of March" and was awarded **1 mark**.

The second point is an attempt to comment on "pale moon". The comment the 'moon suggests madness' is assertive rather than analytical. It is too limited to gain marks at Higher level and was awarded **0 marks**.

The third point, 'suggesting silence and foreboding' is a basic comment on "unusually bare of passengers" and was awarded **1 mark**.

The fourth point, 'quiet, no witnesses suggests something bad might happen, people are hiding' is a basic comment on "deserted" and was awarded **1 mark**.

The fifth point, 'connotations of violence, creates fear and anger', is a basic comment on "lashing" and was awarded **1 mark**.

#### Question 22

The candidate was awarded **2 out of 2 marks** for this question.

The first point, 'seen as a saviour and hero' is a basic comment on "At the sight of Utterson" and was awarded **1 mark**.

The second point, 'doesn't stray from social norm, polite Victorian gentleman' is a basic comment on "Very irregular" and was awarded **1 mark**.

The third point is an attempt to comment on "Amen, Poole". This comment explains what Utterson does but does not refer to his role and would not have been awarded a mark. The candidate has already gained the maximum of 2 marks.

#### Question 23

The candidate was awarded **3 out of 4 marks** for this question.

The first point, 'connotations of vicious and anger show tension he is feeling, no longer polite' is a basic comment on "ferocity" and was awarded **1 mark**.

The second point, 'the usually stable, brave character is frightened of what he'll see' is a basic comment on "gave a jerk that nearly threw him off balance". It was awarded **1 mark**.

The third point, 'unsure of what he's going to find...creating anticipation' is a basic comment on "uncertain hand" and was awarded **1 mark**.

The fourth point is an attempt to comment on "fire was out". It is assertive rather than analytical and was awarded **0 marks**.

The fifth point is an attempt to comment on "he was made away with". The comment does not refer to the idea of Jekyll being murdered and is too limited to gain marks at Higher level. It was awarded **0 marks**.

## **Question 24**

The candidate was awarded **10 out of 10 marks** for this question.

### ***Commonality***

The first point, 'Stevenson uses symbolism to represent Jekyll and Hyde' is an acceptable comment on how Stevenson uses symbolism to develop central concerns. It was awarded **1 mark**.

The second point, 'exploring the theme of duality of human nature and secrecy' is a further acceptable comment on Steven's use of symbolism. It was awarded **1 mark**.

The candidate made two further acceptable points on commonality, referring to the symbolism of the door and the two parts of the building. These could have been awarded 1 mark each. However, the maximum marks for commonality had already been awarded and no further marks were awarded at this stage.

### ***Extract***

The first point, 'represents Jekyll's hidden secret...theme of secrecy' is a basic comment on "red baize door" and was awarded **1 mark**.

The second point, which discusses the contrast between the front of the house and the laboratory, is a basic comment on "laboratory building" and was awarded **1 mark**.

### ***Elsewhere***

The first point, 'Jekyll's door appears rich well cared for...duality of human nature' is a basic comment on "air of wealth and comfort", referring to the contrast between Jekyll and Hyde's doors. It was awarded **1 mark**.

The second point, 'Hyde symbolises evil... regressed in evolution' is a detailed/insightful comment on "ape-like fury", referring to the murder of Carew. It was awarded **2 marks**.

The third point, 'symbolises how Jekyll feels imprisoned...duality of human nature' is a basic comment on "windows barred with iron", referring to Jekyll's increasing seclusion. It was awarded **1 mark**.

The fourth point, 'light symbolises Jekyll as he...attempts to overcome Hyde', is a basic comment on "haggard shaft of daylight", referring to Hyde's growing power over Jekyll. It was awarded **1 mark**.

The fifth point, 'letters within letters symbolise...otherwise' is a basic comment on the letters written by Lanyon and Jekyll to Utterson, referring to the theme of secrecy/truth. It was awarded **1 mark**.

## **Section 2 – Critical essay: Question 1**

The candidate was awarded **18 marks** for this question.

The candidate has chosen to write about *The Crucible* by Arthur Miller, discussing John Proctor's different emotions throughout the play.

The candidate demonstrates secure knowledge and understanding of the text and a secure focus on the demands of the question. The essay explores a range of emotions experienced by John, beginning with John's feelings of 'guilt and regret' over his affair with Abigail Williams. We are told that because John is a 'man of integrity' he now sees himself as a 'hypocrite'. The candidate then goes on to discuss John's interactions with both Abigail and his wife Elizabeth to demonstrate his regret about the affair, his determination to now 'stay loyal' to Elizabeth and his 'misdirected anger' towards her when he actually feels angry with himself. The essay also explores John's feelings of pride; his fear of the town finding out about his affair with Abigail; his frustration towards the flawed legal proceedings; and his conflicting emotions in the play's climax as he must decide to either 'live and lose his integrity or die to maintain his pride.' Detailed textual evidence is selected to support a coherent line of thought as the candidate deals with John's attitude and behaviour towards Abigail and Elizabeth, the dealings of the court and his own moral dilemma in the climax of the play.

In terms of analysis and evaluation, there is detailed analysis of the play's structure and John's changing emotions. The candidate highlights the conflict present between John and Elizabeth in Act 2 and the way this creates tension for the audience, encouraging the audience to 'become invested' in their relationship. The essay analyses the court scene and how the build-up of mass hysteria provokes Proctor to confess and also the tension created in the final scenes. Throughout the essay the candidate links the key events of the play to the wider themes, eg integrity, social responsibility and injustice. There is also a committed evaluative stance demonstrated by the candidate through the continued recognition of the text as a drama and the effects of the dialogue and events on the audience.

Overall, this essay is secure in all respects. The candidate shows a committed evaluative stance in relation to the text and there is detailed analysis of character and structure. It is therefore placed at the top of the 18-16 category and is awarded 18 marks.

**Overall, this candidate was awarded 37/40 marks for the Higher Critical Reading question paper.**

## Candidate 5

### Section 1 – Scottish text: *In Mrs Tilscher's Class* by Carol Ann Duffy

The candidate was awarded **12 out of 20 marks** for this section.

#### Question 37

The candidate was awarded **2 out of 4 marks** for this question.

The first point, 'caught the children's attention...engagement, happiness and excitement' is a basic comment on "enthraling books" and was awarded **1 mark**.

The second point, 'joyous, comfortable place like a sweet-shop would be to a child' is a basic comment on "glowed like a sweet shop" and was awarded **1 mark**.

#### Question 38

The candidate was awarded **1 out of 2 marks** for this question.

The point 'tadpoles which implies children...maturing into young adults' is a basic comment on the symbolism of "the inky tadpoles". It was awarded **1 mark**.

#### Question 39

The candidate was awarded **3 out of 4 marks** for this question.

The first point, 'implying erotic...something as mundane as the sky' is a detailed/insightful comment on "under the heavy, sexy sky". It was awarded **2 marks**.

The second point, 'foreshadowing of a serious event...scary, disorientating and unpredictable' is a basic comment on "Thunderstorm" and was awarded **1 mark**.

#### Question 40

The candidate was awarded **6 out of 10 marks** for this question.

#### *Commonality*

The first point, 'uses contrast to explore themes of growing up and change in the poems 'In Mrs Tilscher's class', 'The Way My Mother Speaks' is an acceptable comment on the use of contrast to explore central concerns. It was awarded **1 mark**.

**Extract**

The point, 'lists off items in a classroom...face horrors in their adult life' is a detailed/insightful comment on the contrast between the happiness and innocence of childhood and the reference to the horrific murders committed by Brady and Hindley. It was awarded **2 marks**.

**Elsewhere**

The point 'confused and disorientated...on how to handle growing up' is a basic comment on "I am happy and sad" in *The Way My Mother Speaks*. It was awarded **1 mark**.

The point 'two colliding feelings of missing home...a decision we all need to make when growing up' is a detailed/insightful comment on "I am homesick, free..." in *The Way My Mother Speaks*. It was awarded **2 marks**.

**Section 2 – Critical essay: Question 3**

The candidate was awarded **11 marks** for this question.

The candidate has chosen *Death of a Salesman* by Arthur Miller. The focus of the answer is Willy Loman's conflict with members of his family as a result of his self-delusions.

The candidate demonstrates adequate knowledge and understanding of the text. The essay establishes from the outset that the conflict arises from Willy deluding himself and, as a result, deluding his sons. Adequate textual references are used to support this line of thought. For example, the candidate illustrates Willy's failures as a father, by discussing his encouragement of his son Biff's sporting prowess at the expense of his studies, contrasted with next door neighbour Bernard's earnest approach to studying. There is a brief but adequate comment on Willy's description of Bernard as 'anaemic' which we are told 'implies that Bernard's actions of studying make him weak'. This is followed by a brief description of the consequences for Biff in academic failure and a 'life of unemployment'. Willy's advice to both sons to pursue popularity is adequately discussed in the resultant effect on both young men who end up 'relying on others for financial aid and favours in the future instead of working for success'. In addition to this, there is an adequate reference to the stage directions where in the past Willy 'laughs at the confession' and congratulates his sons when they steal the sports equipment. This leads to conflict in the present when Biff steals a pen. Another example of conflict which is briefly mentioned is the conflict between Willy and his wife in relation to Linda's mending of the stockings which is linked to Willy's gift of stockings to the woman with whom he is having an affair. The answer returns to Willy's self-delusion which is the root of 'all the conflict in the family'. The candidate maintains adequate relevance to the question throughout the answer.

In terms of analysis and evaluation of the text, the candidate provides adequate evidence of conflict within the family: Willie's conflict with his sons and with Linda. There are brief but adequate references to dialogue and stage directions. There

is adequate evidence of an evaluative stance in relation to conflict, which Willy cannot recognise that he causes.

This essay is adequate in all respects. It is placed in the middle of the 12-10 mark range and is awarded 11 marks.

**Overall, this candidate was awarded 23/40 marks for the Higher Critical Reading question paper.**



## Candidate 6

### Section 1 – Scottish text: *The Strange Case of Jekyll and Mr Hyde* by Robert Louis Stevenson

The candidate was awarded **13 out of 20 marks** for this section.

#### Question 21

The candidate was awarded **4 out of 4 marks** for this question.

The first bullet point, 'Utterson and Poole are alone, creating mystery as we wonder why it is so empty' is a basic comment on "unusually bare of passengers" and was awarded **1 mark**.

The second bullet point, 'violent nature of the movement of the trees' is a basic comment on "lashing" and was awarded **1 mark**.

The third bullet point is an attempt to comment on "mopped his brow" but it is too limited to gain marks at Higher level and was awarded **0 marks**.

The fourth bullet point, 'change in the colour of the skin indicating fear that something is wrong' is a basic comment on "face was white" and was awarded **1 mark**.

The fifth bullet point, 'Poole cannot speak properly...due to his fear' is a basic comment on "harsh and broken" and was awarded **1 mark**.

The fifth bullet point is an attempt to comment on "wish to see and touch his fellow-creatures". It is too limited to gain marks at Higher level. The candidate had already been awarded the maximum of 4 marks.

#### Question 22

The candidate was awarded **2 out of 2 marks** for this question.

The first bullet point, 'think he can solve this problem, they are reassured by the sight of him' is a basic comment on "ran forward as if to take him in her arms". It was awarded **1 mark**.

The second bullet point, 'Utterson has arrived to answer...sort out Poole's issue' is a basic comment on "Amen Poole" and was awarded **1 mark**.

#### Question 23

The candidate was awarded **2 out of 4 marks** for this question.

The first bullet point, 'suggests Jekyll's staff are worried about what is behind the inner door and fear its contents' is a basic comment on "dreadful expectation". It was awarded **1 mark**.

The second bullet point is an attempt to comment on “red baize”. It is too limited to gain marks at Higher level and was therefore awarded **0 marks**.

The third bullet point, ‘struggling to keep his composure he is so scared and nervous for what is to come’ is a basic comment on “threw him from his balance”. It was awarded **1 mark**.

There are two further points, referring to ‘surgical theatre’ and ‘cry out in the name of God’ but these are too limited to gain marks at Higher level and were therefore awarded **0 marks**.

## **Question 24**

The candidate was awarded **5 out of 10 marks** for this question.

### ***Commonality***

The point is an attempt to comment on the use of symbolism. It repeats the wording of the question and does not make any comments on the use of symbolism. It was awarded **0 marks**.

### ***Extract***

The point, which discusses the contrast between Jekyll’s house and the laboratory, representing Hyde, is a detailed/insightful comment on the use of the buildings as symbols of duality. It was awarded **2 marks**.

### ***Elsewhere***

The first bullet point is an attempt to comment on the title of the novel. It is too limited to gain a mark at Higher level and was awarded **0 marks**.

The second bullet point is an attempt to comment on the dissecting room. Again, it is too limited to gain a mark at Higher level and was awarded **0 marks**.

The third bullet point discusses the ‘two contrasting doors to Jekyll’s house...front door is elegant and is a symbol of Jekyll’s good side... back door is dingy and unkept which symbolises Hyde, Jekyll’s evil side...theme of good and evil’. This is a detailed/insightful comment on the doors as symbols of duality and was awarded **2 marks**.

The fourth bullet point is an attempt to comment on “Victorian society”. It is too limited to gain a mark at Higher level and was awarded **0 marks**.

The fifth bullet point, ‘references to Darwin’s theory of evolution...animalistic human being who has descended from apes’ is a basic comment on “ape-like”/ “troglodyte”. It was awarded **1 mark**.

## **Section 2 – Critical essay: Question 3**

The candidate was awarded **15 marks** for this question.

The candidate has chosen to write about *A Streetcar Named Desire* by Tennessee Williams. The candidate has chosen to focus on the conflict between Blanche Dubois, her sister Stella and Stella's husband, Stanley Kowalski.

In terms of knowledge and understanding of the text, the candidate demonstrates clear knowledge and understanding of the conflict that arises chiefly between Blanche and Stanley, as well as between Blanche and Stella. Clear textual reference is used to support a clearly structured line of thought. The candidate examines how the opening of the play establishes the conflict, referencing the differences in their backgrounds: working class Stanley in contrast to Southern Belle, Blanche. The essay then discusses the scene where Stanley overhears Stella and Blanche's conversation, in particular the scathing attacks Blanche makes on Stanley's character, focussing on the phrase 'ape-like' to highlight her disgust. The moment when Stanley 'grins at Blanche menacingly' is seen as a turning point in their relationship. The candidate's discussion of the grin's 'dark, evil undertones' and recognition that Blanche's attack on Stanley 'is no excuse for the harrowing events later' suggest secure understanding. The essay contrasts Blanche and Stella and, finally, discusses Scene 10: Stella giving birth, the rape, Stanley's triumph and Blanche's breakdown. The essay has a clear focus on the question throughout, concluding with clear relevance to the idea of conflict.

Both the analysis and evaluative stance are clear throughout the essay. The opening of the play is examined in terms of setting and character, with setting used to highlight clearly the conflict between Blanche and Stanley's backgrounds. The discussion of Stella as 'a trophy' to be fought over is well-handled and Scene 4 is clearly dealt with as a turning point in the play. Similarly, the candidate analyses the ending as a climax to the play clearly: 'Stanley suddenly begins to shoot down Blanche's lies' and clearly states that the rape of Blanche 'shocks the audience' and 'breaks her mental stability'. Analysis of this conflict between Blanche, Stella and Stanley is, on balance, clear rather than secure.

Overall the essay is placed in the 15-13 range. This essay explores some interesting facets of the conflict; the candidate's understanding of the text is clear, occasionally edging towards secure, with a clear selection of evidence that illustrates key moments in the text. Consequently, this essay is at the top of the 15-13 mark range and is awarded 15 marks.

**Overall, this candidate was awarded 28/40 marks for the Higher Critical Reading question paper.**

## Candidate 7

### Section 1 – Scottish text: *Last Supper* by Liz Lochhead

The candidate was awarded **11 out of 20 marks** for this section.

#### Question 41

The candidate was awarded **3 out of 4 marks** for this question.

The first point, 'It denotes something that's a tasty piece of meat...death of their relationship', is a detailed/insightful comment on the metaphor "sweet flesh". It was awarded **2 marks**.

The second point, 'implies that time...suggesting things have ended through symbolism' is a basic comment on "cooked goose" and was awarded **1 mark**.

The third point is an attempt to comment on the use of parenthesis. The comment does not explain how bitterness is established and is too limited to gain a mark at Higher level. It was awarded **0 marks**.

#### Question 42

The candidate was awarded **3 out of 4 marks** for this question.

The first point, 'symbolises the gossip...slurp and devour the gossip' is a basic comment on "what very good soup/she could render from the bones". It was awarded **1 mark**.

The second point, 'highlights the theme of toxic femininity...witches who gain excitement from others' downfalls' is a detailed/insightful comment on "Yes, there they'd be, cackling round the cauldron". It was awarded **2 marks**.

The third point is on a quotation taken from outwith the required line references. It was awarded **0 marks**.

#### Question 43

The candidate was awarded **1 out of 2 marks** for this question.

The point 'highlights their gluttony. They are almost gagging' is a basic comment on "gorged on truth" and was awarded **1 mark**.

## Question 44

The candidate was awarded **4 out of 10 marks** for this question.

### **Commonality**

The first point, 'the fine line between empowering female groups (sisterhood) and toxic femininity...feed off the dead relationship' in *Last Supper* is an acceptable comment on the use of contrast to explore central concerns. It was awarded **1 mark**.

The second point, 'she uses a bull and hens to symbolise the contrast between toxic masculinity and the fragile, innocent female girl' in *Revelation* is a further acceptable comment on the use of contrast to explore central concerns. It was awarded **1 mark**.

The third point, 'the protective, superior mother and the unwelcomed, inferior daughter-to-be' in *My Rival's House*, is also an acceptable comment on contrast, but the candidate had already been awarded the maximum 2 marks for commonality. No further marks were awarded at this stage.

The fourth point is an attempt to comment on *The Bargain*. It identifies a contrast, but does not explain its use. This comment is too limited to gain a mark at Higher level. The candidate had already been awarded the maximum 2 marks for commonality.

### **Extract**

The point is an attempt to comment on "the Girls, when these three meet again". The point does not deal with contrast and was awarded **0 marks**.

### **Elsewhere**

The first point 'this innocent female speaker compares the Bull...suggesting it is evil' is a basic comment on "the Antichrist" in *Revelation*. It was awarded **1 mark**.

The second point, 'Due to the great force of this bull...the fragile girl and this mass of a man' is a basic comment on "scared of the eggs shattering" in *Revelation*. It was awarded **1 mark**.

## **Section 2 – Critical essay: Question 8**

The candidate was awarded **12 marks** for this question.

The candidate has chosen to write about *A Hanging* by George Orwell and the strong reaction – the emotions of "outrage, sympathy and repulsion" – which are provoked in the reader in relation to the condemned prisoner and his situation.

The candidate shows adequate knowledge and understanding of the text, with adequate textual evidence used to support the line of thought. The essay discusses the prisoner's living conditions; the prisoner's physical health; the dog as a symbol; Orwell's recognition of the prisoner as a living, breathing human

who does not deserve to die, and the power one human being has over another. The candidate's selection of key moments is followed by brief but adequate analysis of details and comment on the reader's reaction. For example, physical frailty 'suggests that the prisoner is extremely weak and underfed', causing us to feel sympathetic towards him and 'sparking outrage within us'. There is a clear focus on the demands of the question as the candidate explores the reader's sympathy and disgust, ending with the 'powerful response' at the end of the text: recognition of the inhumanity of capital punishment.

In terms of analysis and evaluation the candidate's response is overall adequate. For example, there is analysis of the simile 'like small animal cages'. The candidate recognises that the prisoners are viewed as 'inferior, mindless' and they are 'trapped and their fate looks bleak'. The candidate comments on the significance of the dog as a symbol, as the affection the dog shows conveys that the prisoner is 'just as deserving of life as the guards are.' There is also recognition of Orwell's epiphany as the prisoner's avoidance of the puddle indicates that he 'still cares about the minuscule details of life' even as he is led to his death. The use of the 'list of bodily functions here emphasises how alive the prisoner really is.' The essay's consistently clear focus on the question is shown, for example, in the conclusion, 'We have extremely powerful reactions' and 'we react to this negatively and are outraged'.

Overall, this essay is adequate in terms of knowledge and understanding, while the candidate's focus on the demands of the question edges towards clear. The essay is adequately structured and expressed and there is adequate analysis and evaluation. The essay was placed in the 12-10 mark range and was awarded 12 marks.

**Overall, this candidate was awarded 23/40 marks for the Higher Critical Reading question paper.**

## Candidate 8

### Section 1 – Scottish text: *Men Should Weep* by Ena Lamont Stewart

The candidate was awarded **19 out of 20 marks** for this section.

#### Question 9

The candidate was awarded **4 out of 4 marks** for this question.

The first point, 'shows that her state of mind is erratic...which is why she lashes out' is a detailed/insightful comment on the stage direction "(She seizes him, shakes him and hits him)". It was awarded **2 marks**.

The second point, 'very upset and...she is very fragile', is a basic comment on the stage direction "(crying hysterically)" and was awarded **1 mark**.

The third point, 'totally sick to the back teeth...can't take it any longer', is a basic comment on "I cannae staun it!" and was awarded **1 mark**.

The fourth point, 'very furious yet fragile state of mind...people taking advantage of her' is a basic comment on "I hate ye! I hate the hale lot o ye!" It would have been awarded 1 mark but the candidate had already been awarded the maximum 4 marks.

Note that this answer covered both dialogue and stage directions and was awarded full marks.

#### Question 10

The candidate was awarded **4 out of 4 marks** for this question.

The first point, 'quite depressed that his efforts...does actually try his best', is a basic comment on "(to himself) Try. Try. As if I didnae try." It was awarded **1 mark**.

The second point, 'making an attempt to be a good father...fulfil his role as a dad' is a basic comment on "I'll try to explain". It was awarded **1 mark**.

The third point, 'willing to admit his mistakes...loving and empathetic', is a basic comment on "mebbe we ought tae hae helped mak things a bit easier for her". It was awarded **1 mark**.

The fourth point, 'kind and consoling...it will be alright' is a basic comment on "She'll be sorry ye were feart" and was awarded **1 mark**.

#### Question 11

The candidate was awarded **1 out of 2 marks** for this question.

The point, 'troubled about her previous outburst and causing a scene... having to calm the children' is a basic comment on "I'm sorry" and was awarded **1 mark**.

## **Question 12**

The candidate was awarded **10 out of 10 marks** for this question.

### ***Commonality***

The first point, 'Maggie reaching breaking point', 'going against what her role is' is an acceptable comment on the role of women and was awarded **1 mark**.

The second point, 'being expected to do absolutely everything...seen as their role' is a further acceptable comment on the role of women and was awarded **1 mark**.

The third point, 'Maggie slaving away at the start of the play...role as woman of the house to do all the chores' is a further acceptable comment.

The fourth comment, 'happy with doing it all simply for the love she gets from her family' is a further acceptable comment.

The fifth point, on how Lily challenges the traditional female role, is a further acceptable comment.

The sixth point, 'Maggie goes against... take advantage of her", is a further acceptable comment.

The above third to sixth comments would have been awarded 1 mark each if needed: the candidate had already been awarded the maximum 2 marks for commonality. No further marks were awarded at this stage. (See 'Elsewhere' for further details.)

### ***Extract***

The first point, 'Maggie is totally fed up...just because she is a woman' is a detailed/insightful point on "I hate ye! I hate the hale lot o ye!", Maggie's 'turning point'. It was awarded **2 marks**.

The second point, 'Maggie can't take being taken advantage of...woman of the house' is a basic comment on "I cannae staun it" and would have been awarded 1 mark if needed. The candidate had already been awarded the maximum 2 marks on the extract. No further marks were awarded at this stage.



**Elsewhere**

The point about Lily challenging the traditional role of women by being independent and not having a husband (under heading of commonality at beginning of answer) is a detailed/insightful comment. It was awarded **2 marks**.

The point, 'Payment in love is no true payment...in exchange for the affection from her family and nothing else', contrasted with 'Lily's job as a waitress...certainly not work in a pub' is a detailed/insightful comment on the contrasting roles of housewife and working woman. It was awarded **2 marks**.

The point, 'John, and many others, thought...that should be their role in the house' is a basic comment on "I'm no a bloody skivvy", suggesting John's view of the role of women. It was awarded **1 mark**.

The point, 'Maggie is no longer going to be a subordinate woman...strong, independent woman' is a basic comment on the ending of the play when Maggie says to Jenny, "I can manage him, I can aye manage him." It was awarded **1 mark**.

The point, 'women were expected to be loyal to their husbands ...isn't letting anyone bad-mouth John' is a basic comment on Maggie saying to Lily, "Leave my John alone!" It would have been awarded 1 mark but the candidate had already been awarded the maximum 6 marks for other parts of the text.

**Section 2 – Critical essay: Question 10**

The candidate was awarded **16 marks** for this question.

The candidate has chosen to write about the dramatic monologue *My Last Duchess* by Robert Browning, focussing on the character of the speaker, the Duke of Ferrara.

The essay demonstrates mostly secure knowledge and understanding of the poem. The candidate begins by explaining the context of the monologue and establishing that Browning's language conveys the personality of the Duke: 'a very dark and twisted character with a deep craving for power'. His need to possess and control is explored through examining how Browning presents his relationship with the previous duchess. The candidate recognises that the monologue is a 'subtle threat' regarding the prospective new duchess, warning that she should 'strive to meet his high expectations'. Detailed textual evidence is used to support the line of thought, which is coherently structured and expressed. The candidate explores how the Duke's jealousy and self-importance are revealed. For example, the reduction of the previous Duchess to a work of art, giving him 'finally...the control and power over her that he craved so badly while she was alive'. The discussion is slightly less detailed in places and the essay ends abruptly. The focus on the demands of the question is secure throughout as the candidate explores Browning's use of linguistic and poetic techniques to create the Duke's character.

In terms of analysis, there is detailed discussion of a range of techniques employed by the poet to reveal the Duke's personality. For example, the candidate explores the use of iambic pentameters, the steady rhythm of which 'emphasises the Duke's cold and calculating character'. Further examples include the repeated use of 'I' to convey self-importance, the 'plosive 'd' alliteration of dropping of daylight' which helps to convey 'his frustration in her joy', use of semi-colons and word choice, such as 'daylight' and 'officious fool'. The essay ends by considering the Duke's comparison of himself to the god Neptune, while the last duchess is 'a sea-horse getting tamed'. Occasionally the comments made are clear rather than detailed.

There is an engaged evaluative stance which never loses sight of the question. For example, the candidate comments that 'the Duke would rather the Duchess be dead than having to put up with some annoying traits'.

The essay is secure and detailed for the most part and is placed in the 18-16 marks range. Because there is a slight edging towards clear in places, it was awarded 16 marks.

**Overall, this candidate was awarded 35/40 marks for the Higher Critical Reading question paper.**