

# Commentary on candidate evidence

## Candidate 5

The evidence for this candidate has achieved the following marks for each question of this course assessment component.

NB: the commentaries include references to the wording of the marking instructions for this paper.

The candidate achieved **36 marks**.

## Section 1 Scottish Textual Analysis: “The Cone Gatherers” by Robin Jenkins

### Question 29 (2 marks available)

- ◆ **1 mark** for more basic comment on ‘indigo’, which is linked to the idea of the ‘darkening, angry sky’
  - ◆ **1 mark** for more basic comment on ‘*onomatopoeia*’ in ‘rumbles’ (1 mark could have been awarded for the comment on the idea of ‘ominous’ but the candidate has already gained full marks)
- (Total: 2 marks)**

### Question 30 (4 marks available)

- ◆ **1 mark** for more basic comment on ‘frightened’, conveying the idea that Calum is ‘scared/terrified’
  - ◆ **1 mark** for more basic comment on ‘exhilarated’ conveying the idea of ‘a rush of energy’
  - ◆ **1 mark** for more basic comment on ‘chattered’ conveying the idea of ‘so overcome with excitement that it affects him physically’
  - ◆ **1 mark** for more basic comment on ‘dribble out’ conveying the idea of ‘so overwhelmed he loses control of his actions’
- (Total: 4 marks)**

### Question 31 (4 marks available)

- ◆ **1 mark** for more basic comment on ‘But up here the lightning might be dangerous’, conveying the idea that ‘Neil is aware of Calum’s lack of understanding/takes on role of parent’
  - ◆ **1 mark** for more basic comment on ‘I don’t like the lightning Neil’ dialogue, conveying ‘Calum’s childlike dependence on Neil’
  - ◆ **1 mark** for more basic comment on Neil’s ‘*harsh and authoritative tone*’, conveying his ‘frustration with Calum’s childlike ways’
  - ◆ **1 mark** for more basic comment on ‘maybe I did’, conveying Neil’s attempts to shelter Calum from ‘*harsh realities*’
- (Total: 4 marks)**

## Question 32 (10 marks available)

### Commonality (2 marks available)

- ◆ 1 mark for comment on 'Neil symbolising goodness' in caring for Calum
- ◆ 1 mark for comment on 'the storm symbolises evil'

### Extract (2 marks available)

- ◆ 1 mark for more basic comment that Calum 'symbolises innocence', linked to fear of lightning

### Elsewhere (6 marks available)

- ◆ 1 mark for more basic comment on Neil at deer drive symbolising good, when he realises that Calum will find this difficult as he loves animals
- ◆ 0 marks for limited comment on Duror 'symbolising evil': this is a description of Duror's job as a gamekeeper
- ◆ 2 marks for detailed/insightful comment on Duror 'secretly yet shockingly' supporting Hitler
- ◆ 1 mark for more basic comment on Duror 'savagely' slitting the deer's throat
- ◆ 0 marks for limited comments on Peggy as these are assertions
- ◆ 1 mark for more basic comment on Duror spreading 'wicked lies' to discredit the cone-gatherers
- ◆ 1 mark for more basic comment on Duror's reaction to Calum's 'physical imperfections'

(Total: 9 marks)

Total for Scottish Textual Analysis: 19

## Section 2: Critical Essay

### Question 12 (20 marks available)

The candidate has chosen 'The Second Coming' as an example of a poem which makes effective use of imagery to present the central concerns of 'historical cycles and the idea that history repeats itself.'

In terms of knowledge and understanding of the text, the candidate considers Yeats' use of several images: the 'widening gyre' as a symbol of the 'cyclical nature' of history; the collapsing 'centre' of the gyre as a symbol of the chaos to come; the contrasting images of the 'falcon' and 'indignant desert birds'; the ambiguity of 'the Second Coming' and Yeats' use of the final terrifying symbol of the 'rough beast...slouch[ing] towards Bethlehem'. There is detailed selection of textual evidence to support a coherent line of thought. In addition to the discussion of Yeats' use of imagery, the candidate also considers the techniques of repetition and rhythm. The candidate maintains a secure focus on the demands of the question throughout the essay.

In terms of analysis and evaluation, the chosen images are discussed in some detail. For example, the candidate explores Yeats' use of 'the Second Coming', stating that Yeats rejects this as an image of the '*final salvation found in the Book of Revelations*' and, instead, uses it as an image '*predicting a terrifying apocalypse far different to the Christian view of the end of the world*'. The analysis of this particular image is further extended in the candidate's discussion of the use of '*echoes*' – ie the contrasting imagery of '*falcons*' and '*vultures*' which '*symbolise far more sinister times*'. There is an engaged evaluative stance evident at various points in the essay. For example, the comments on '*the rough beast*' show an understanding of the fearful emotions and uncertainty which could be generated by this image.

Overall, this essay shows a secure a secure knowledge and understanding of this poem. The essay is coherently structured, and the candidate maintains a secure focus on how Yeats uses imagery to present the poem's central concerns. The essay sits comfortably in the 18-16 range and is awarded a mark of 17.

**(Critical essay mark: 17)**

**Total for this paper: 36 (out of 40 marks available)**