

# Commentary on candidate evidence

## Candidate 6

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 **29 marks**.

## Section 1 Scottish Textual Analysis: “Valentine” by Carol Anne Duffy

### Question 37 (4 marks available)

- ◆ **2 marks** for detailed/insightful comment on the use of ‘not’ as a negative beginning, combined with the use of ‘*clichéd gifts*’ to ‘*challenge the traditional stereotypes*’, conveying the speaker’s ‘rejection of traditional symbols of love’
- ◆ **2 marks** for detailed/insightful comment on ‘it promises light/like the careful undressing of love’ focusing on the ‘pure and life-enhancing’ nature of the relationship reinforcing traditional stereotypes associated with romantic love

**(Total: 4 marks)**

### Question 38 (4 marks available)

- ◆ **1 mark** for more basic comment on ‘make your reflection a wobbling photo of grief’ showing that ‘*your vision can be distorted*’, conveying ‘the pain/distress caused by a failed/complex relationship’
- ◆ **1 mark** for more basic comment on ‘Its fierce kiss will stay on your lips’ showing ‘*their love can linger*’, suggesting ‘the difficulty of escaping the relationship’
- ◆ **1 mark** for more basic comment on ‘*faithful*’ conveying the idea of being ‘*loyal to each other*’
- ◆ **1 mark** for more basic comment on ‘*possessive*’ showing that they are ‘*almost obsessed*’

**(Total: 4 marks)**

### Question 39 (2 marks available)

- ◆ **1 mark** for more basic comment on ‘cling to your knife’ conveying the idea of being ‘*trapped*’ in the ‘*possessiveness*’ and potential violence of a relationship

- ◆ **1 mark** for more basic comment on 'platinum loops' conveying 'a *lack of freedom*' due to 'the restrictive aspects of marriage/ love'  
**(Total: 2 marks)**

## Question 40 (10 marks available)

### Commonality (2 marks available)

- ◆ **1 mark** for comment on emotional conflict subverting 'the true meaning of Valentine's Day' and suggesting '*the darker side of love*'
- ◆ **1 mark** for comment on emotional conflict in 'Havisham' because of Miss Havisham's '*broken*' mental state

### Text (2 marks available)

- ◆ **1 mark** for more basic comment on 'platinum loops' conveying the opposing ideas of freedom and entrapment

### Elsewhere (6 marks available)

- ◆ **2 marks** for detailed/insightful comment on 'Beloved sweetheart bastard' in 'Havisham' as an '*oxymoron*' which conveys Miss Havisham '*conflicting feelings*' and the '*complexity of love*' linked to being jilted at the altar
- ◆ **2 marks** for detailed/insightful comment on 'Who did this?' in 'Havisham' conveying a mind corrupted, a loss of identity due to her intense '*bitterness and anger*'
- ◆ **1 mark** for more basic comment on 'corpse...honeymoon' in 'Havisham' conveying the idea of the conflicting feelings of love and revenge  
**(Total: 8 marks)**

**Total for Scottish Textual Analysis: 18**

## Section 2: Critical Essay

### Question 4 (20 marks available)

The candidate has chosen a very appropriate text, 'Lord of the Flies,' and focuses on the theme of isolation. The essay concentrates on the character of Ralph and how his isolation '*develops the themes of man's inhumanity and civilisation*'.

In terms of knowledge and understanding of the text, the candidate shows how the character of Ralph links to the text's broader themes, for example, '*he has no darkness in his heart to use for evil.*' The candidate also emphasises that it is Ralph's difference from the other boys that leads to his isolation. This focus is maintained throughout the essay, perhaps a little repetitively, but demonstrates

an adequate focus on the demands of the question and an adequate knowledge and understanding of the text.

In terms of analysis and evaluation, the discussion of symbolism tends to assert, for example '*The Beast is the symbol of darkness as the fears of the violence brings violence in them all*' and there is a quick leap to the mention of the death of Piggy and the destruction of the conch. This is handled adequately and the candidate returns to the theme of Ralph's isolation and the fact that '*Ralph has no one as the aspect of the conch was meant to call all the boys together.*' The analysis is adequate as the candidate does stick to the same focus throughout. The evaluative stance is adequate, if a little repetitive in places, and the phrase '*potential threat*' appears several times in the response.

Overall, expression lacks fluency in places, for example '*Ralph's leader authority*' and the response ends rather abruptly. The candidate does stay focussed on the task throughout and this is the element which is strongest. In all aspects, the response is adequate and as a result is placed in the middle of range 12-10 and is awarded 11 marks.

**(Critical essay mark: 11)**

**Total for this paper: 29 (out of 40 available marks)**