

Candidate evidence

Candidate 1

POETRY

Answers to questions in this part should refer to the text and to such relevant features as word choice, tone, imagery, structure, content, rhythm, theme, sound, ideas . . .

5. Choose a poem which made you think more deeply about an aspect of human experience.
By referring to poetic techniques, show how the poet explores this aspect of human experience.
6. Choose a poem which describes a person or a place or an event in such a way that it has an emotional effect on you.
By referring to poetic techniques, show how the poet creates this effect.

POETRY

Answers to questions in this part should refer to the text and to such relevant features as word choice, tone, imagery, structure, content, rhythm, theme, sound, ideas . . .

5. Choose a poem which has something important to say to the reader.
By referring to poetic techniques, explain how the theme adds to your appreciation of the poem as a whole.
6. Choose a poem which makes effective use of imagery.
By referring to poetic techniques, explain how the imagery adds to your appreciation of the poem as a whole.

Critical essay

6. "Shooting Stars" by Carol Ann Duffy is an evocative war themed poem, written in a dramatic monologue form which explores the horrors innocent Jewish people had to battle through in concentration camps during the Holocaust. The writer urges us to remember this horrific historical event and by the use of dull, haunting imagery, and begs us to remember the innocent people who deeply suffered during the Second World War.

The title "Shooting Stars" refers to the killing of Jewish people. "Star" suggests the Star of David that the Jews were forced to wear to be identified as target. "Shooting" suggests violence and death, which was the "Shooting Star". The choice of word choice "Shooting Stars" creates a dull impression of the poem. Due to the dark use of word choice, the title itself already creates an unpleasant, dark imagery.

~~The poem~~ "After I no longer speak" The poet brings shock to the reader by using an euphemism in the very beginning of the poem, ~~beginning~~ "After I no longer speak" this conveys the fact that the speaker is murdered, which creates an unsettling, ~~haunting~~ first impression to the reader. ~~The euphemism creates a~~

horrific historical event into ~~the~~ the reader, urging the reader to not forget.

The use of contrast between "Remember, Remember" and "they shot her in the eye" ~~makes~~ ~~the~~ ~~environment~~ ~~from~~ a moves the environment from urging us not to forget to a shocking making us feel more guilt due to the sudden death.

"After the terrible moans a boy washes his uniform" this suggests that the soldier believes he can just wash away his sins by ~~washing~~ ~~blood~~ ~~off~~ ~~his~~ ~~uniform~~. as easily as he ~~washes~~ ~~blood~~ ~~off~~ ~~his~~ ~~uniform~~. this imagery conveys that the soldier feels not ~~guilt~~ ~~for~~ ~~their~~ ~~dull~~ ~~actions~~ and highlights the inhumanity of the cruel soldiers.

"Sisters if seas part us, do you not consider me" ~~this~~ ~~is~~ ~~the~~ ~~poet~~ The poet uses a range of imagery to convey the fact that no matter where the reader is worldwide ~~to~~ ~~they~~ ~~still~~, for the reader to still consider this terrible event, ~~to~~ ~~re~~ The poet urges us not to forget the suffering of the innocent Jews.

The imagery ranges from begging the reader to remember ~~and~~ to the horrific horrors that Jewish people forcely battled through.

In conclusion, "Shooting Stars" by Carol Ann Duffy is a war-themed poem which explores the horrors ~~but~~ with the first narrative Jewish people had to battle through; ~~for~~ by using a ~~dark~~ dark use of imagery which urges us not to forget this horrific historical event, ~~and to~~

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: _____

Candidate number: _____

Assessment standard	Making assessment judgements		Assessor's comments	
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Contributes to discussion + asks relevant questions to ensure understanding and agreement on ideas.
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Language appropriate to task listens to others carefully contributes effectively
	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	Candidates should: <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	Strong eye contact will look puzzled as listens but then as understanding grows facial expression changes - appropriate interactions with others
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	Candidates should: <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	listens well - asks questions + answer these put to eg. how did the poem make you feel - "demonstrated" + evidence why given - good at fun taking

Candidate 2

Frankenstein

'Frankenstein' the play by Philip Pullman is based on a famous novel talking about a mad scientist trying to prove that he could bring dead corpses to life because they refused to be a part of his mad plan, but he did not know how horribly wrong it would go...

In Act One it immediately becomes clear that Frankenstein has devoted himself to science, in particular his experiment to create life. Clerval says to Frankenstein: "You dig them up? Good lord, Frankenstein, how many corpses are there without hands in our graveyard?" This shows Frankenstein will do anything to make his monster, even rob graves, which is horrifying. Frankenstein's father was ill, and his mother was dead. Elizabeth says "I wrote to Victor and told him, but he never answered my letters." This shows he's cold hearted and he does not care one bit about a family member possibly dying because he is too focused on his science experiment.

In act 2 it is clear that the monster was treated badly by humans because he was sitting in the cottage with Agathe when her brother shot him.

The brother shot him because of his looks he was not doing anything but talking to her, but she could not see his looks because she was blind, but he sounded like a normal human, but it was his looks so after he got shot, he went against humans because he thought they were all evil the monster quotes "evil? Evil you want evil then I shall be evil. revenge!" This shows the harsh treatment from humans turned something into evil that could have been harmless.

In act 3 the monster's brain has matured from being a kid to speaking like an adult now. He is more confident with his movement and his vocabulary is more complex. He treats everyone like they are the monsters, but he turned into a horrific monster who didn't care about anyone's feelings because of what they have done to him: "I killed your brother and I laughed." This shows that he doesn't care that he killed Frankenstein's brother.

In act four the monster asked Frankenstein to build him a bride because he is feeling lonely, and he has no one else like him. However Clerval destroys the monster bride. Then the monster says he will destroy Frankenstein's life and follow him to the end of the earth. "It will take you as long as you live Frankenstein your

sufferings are just beginning". The play ends with Frankenstein dying in the arctic as he chases the monster.

I feel sorry for the monster because he didn't want to be brought into this world and when he did the world went against him. Frankenstein treated him like he was the bad guy but he wasn't he just wanted friends and I also think Frankenstein deserved what he got because he robbed graves and acted like he didn't want the monster anymore. The themes of the story explores prejudice and loneliness.

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: _____

Candidate number: _____

Assessment standard	Making assessment judgements		Assessor's comments	
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Explains why we feel sympathy for both Frankenstein and the Monster. Explains that the Monster isn't evil to begin with and "only hurts people to get back at Frankenstein." Identifies various themes – responsibility, good v evil and dangers of society." Would like to watch a stage version as "don't know who is good and who is evil."
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Refers to themes, characters, good versus evil and the way characters change. Explains ideas clearly.
	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	Candidates should: <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	Maintains eye contact, nods in agreement, smiles, looks engaged.
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	Candidates should: <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	Discussion between student and teacher. ██████ listened carefully and responded appropriately, summarising play and explaining ideas further when asked to.

Candidate 3

DNA: character essay –

In the play DNA by Dennis Kelly, we discover a character called Leah who is part of a gang where other characters in the gang have bullied someone so much that they take it too far and end up thinking they have killed him. Leah is a very chatty character especially towards another character called Phil who is very much the opposite and likes to ignore Leah as much as she tries to interact with him. In this play Leah explores Morality and gangs throughout it.

Leah's character is a very chatty but insecure character that can be found very like able to some people and annoying to others to. She is found to be like this in the play by the way she acts towards the other characters in the gang like Phil as she can persistently talk, talk and talk all the time to him without getting a response while also realizing that Phil is doing this on purpose making Leah's character break down inside because of Phil's hurtful actions. We can see this by what Leah says to Phil and Phil having no response to it at all. This shows us how insecure Leah is with the concern coming with the words coming out her mouth making us feel bad for the horrible ways Phil has been treating Leah through out the play.

Leah: Dd I disgust you?

Leah is a memorable character because of how Leah reacts when she realizes the mess her and Phil are in. Leah is shown to be the conscience of the group as she expresses the concern going through her mind towards the audience well, she finds out what the group and her have got them self into by going through with this deceiving plan Phil has made up.

Leah: what have we done Phil?

Leah also shows this side of her character when they comprehend Adam isn't dead but then decide to kill him anyway when they realize everyone already thinks he is dead making them want to commit murder just so they don't get caught for falsely framing a random post man they found. Leah shows her unease towards this plan by pleading for them not to go through with the plan of murdering Adam. This shows how morally right Leah is.

Leah: No! Stop, don't, don't Phil, what are you doing, what are you...

Leah: But he's not dead. He's alive.

Even though Leah is thought to be a sympathetic character she is seen to convey things that are not morally right to be apart of being in this gang showing at times she is violating her own moral code. This can be seen by how she tells us about killing her pet Jerry by putting a screwdriver to its head and hitting it with a hammer. This shows us how being in this gang has made her change her moral thinking pattern just to fit in with them.

Leah: Its Jerry, I killed him. I took him out of his cage, I put the point of a screwdriver on his head and hit it with a hammer.

The character Leah makes it memorable for the audience by finding the courage to leave Phil and the gang and assert her morality, We see this by the way she carries it out by just showing up in the field Phil is sitting in and telling him that's she's leaving where she expects to at least get a word or sentence out of Phil, but he just stays silent as normal. This shows us how fed up she is with Phil and the gang.

Leah: I'm going. I'm out of here, I'm gone, I'm, I'm, this is it. I'm running away, Phil.

PHIL says nothing.

In conclusion Leah is a memorable character by the effectiveness of the writer helping me understand key themes more fully making me feel sorry for Leah as a character when Phil is so rude to her through out the play.

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: _____

Candidate number: _____

Assessment standard	Making assessment judgements		Assessor's comments	
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Describes the character Leah and her situation. Picks out a relevant quotation to support this. Explains key aspects of the plot.
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Describes Leah as "upset, ignored, concerned". Refers to her as group's conscience. Refers to theme of morality.
	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	Candidates should: <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	Appropriate eye contact nods, etc.
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	Candidates should: <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	Appropriate responses to questions asked by teacher in one to one discussion.

Candidate 4

Critical essay: "Mary Moon and the Stars" by Janice Galloway

"Mary Moon and the Stars" by Janice Galloway is a short story about a girl who is neglected. It is a sad story where a girl, Mary Moon, that peed the floor on the first day of school. The story is about Mary and all the bads moments of her life. This essay is about the description of Mary's life and all the bad situations that she must face, until she meets the narrator of the story, and they start to become friends. The author makes us feel sympathy for Mary by describing her life through us of imagery.

The author makes us feel sympathy for Mary by telling us about her first day of school and the rest of the days after what happened on her first day. Mary peed the floor on her first day of school and everyone started to call her "Mary-Moon-that-peed-the-floor". Perhaps she was too nervous because everyone was looking at her. The author makes us feel sorry for her because she was alone and everyone was laughing of her, we feel sorry for her because she is neglected, her mother has mental problems, and she try to suicide, and she is not loved by her own mother. And the last reason is that her brother died because of TB.

Mary is malnourished and unclean, the writer tells us by using simile and metaphor. Another reason we feel sorry for Mary who must move a lot of times, which is very hard. And because she was young it was more difficult to make new friends (she is neglected). Mary is being compared to a rat's tails', a rat's tails' is quite thin, hairless, long and drags behind the rat. 'White-yellow hair hanging down her back in rat's tails'. This suggests that Mary has unclean hair and very unhealthy and plain. 'She smelled like a cat's cushion', Mary's smell is compared with a cat's cushion, a cat's cushion smells bad, is unclean, is where a cat sleeps on.

Mary does not have appropriate clothing; she has no jacket or gloves for the cold weather. Also, she was wearing 'buff colored slingbacks and ankle socks. Because she does not have proper clothing, and this makes us feel sorry for Mary.

We feel sorry for Mary Moon because she does not have a home, she has a house, but she keeps moving and this could make her confused. And it is also difficult because she keeps moving her schools. 'That yin's moved in at the back of the scheme' Her house has no furniture, she does not have carpets 'the house was filthy, no carpets or nothing'. There was hardly any furniture 'just a cooker and an old bed settee'.

Because of that incident at school on her first day, no one wanted to stay with Mary, everyone tried to stay away from her, away from Mary-Moon-that-peed-the-floor. Time flies and Mary and the narrator start to hang out and find out that they have a lot of things in common. The narrator is now the only friend of Mary. 'We liked the same things on Telly and hated soaps 'Mary went every day to the narrator school and walked together at home or hung out in town. Mary didn't want to tell the narrator about her home life because she doesn't like to talk about this, and she doesn't want the narrator to feel sorry for her.

We feel sympathy for Mary because she is neglected, and she has a very difficult. The narrator shows us her life, and all the bad stuff that happens to her. Maybe he wants to show us that life is not easy or pink for everyone. Mary has a terrible life but after a couple of years, when she is older, the narrator meets her. Now she is working at a bank, she is engaged and seems to be happy with her life now. This story is a good lesson for people who don't know how to appreciate life, and every single day when they wake up and are healthy, they have what to eat, a safety place and a family. Also, after a bad and sad beginning is a happy ending!

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: _____

Candidate number: _____

Assessment standard	Making assessment judgements	Assessor's comments	
1.4 Discuss a straightforward text(s)	<p><i>Mary Moon & the Stars.</i></p> <p>Content</p> <p>can contribute relevant straightforward ideas and/or information and responses ✓</p> <p>can sustain focus of discussion</p>	<p>Candidates should:</p> <p>make reference to the content of the text and share relevant ideas and/or information</p> <p>support and/or challenge others' ideas as appropriate</p>	<p>gave a clear account of the main parts of the story.</p>
	<p>Language</p> <p>can use straightforward language that is appropriate to the discussion ✓</p> <p>can communicate so that others understand easily</p>	<p>Candidates should:</p> <p>use appropriate straightforward vocabulary and language structures that allow for effective communication</p> <p>be understood by others</p>	<p>Communication - clear + relevant. Formal lang used. Discussed use of simile + metaphor.</p>
	<p>Non-verbal</p> <p>can communicate using appropriate non-verbal cues ✓</p>	<p>Candidates should:</p> <p>use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis</p>	<p>Eye contact made throughout.</p>
	<p>Language</p> <p>can demonstrate listening skills by responding to others appropriately ✓</p>	<p>Candidates should:</p> <p>demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising; take turns</p>	<p>Responded to Q's 'I think she didn't tell anyone because she would be embarrassed'.</p>

- What happens in the story?
- What do we learn about Mary's character?
- Why does Mary hide her secret?

Commentary on candidate evidence

Candidate 1: outcome 1

1 Apply language skills to investigate a selected text(s) by:

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

The candidate has produced a critical essay on the poem 'Shooting Stars' by Carol Ann Duffy and taken part in a group discussion-based activity about the text.

Assessment standard 1.1 commentary

This assessment standard **has** been met because the candidate has summarised key aspects of the poem 'Shooting Stars', by Carol Ann Duffy, in response to their chosen question about an event which had an emotional effect. Throughout their essay, the candidate has identified key ideas raised in the poem, such as the significance of the title, the violence used against the Jewish women culminating in murder and the pleading from the poet that these terrible events be remembered.

Assessment standard 1.2 commentary

This assessment standard **has** been met because the candidate has selected, analysed and evaluated a range of language techniques: for example, the significance of the title in which 'Stars' refers to the Star of David 'which Jewish people were forced to wear' and 'Shooting' refers to their murder. The candidate also discusses the impact of the euphemism 'After I no longer speak' which 'conveys the fact that the speaker is murdered'. There is also analysis of word-choice such as 'break' and 'salvaged' linked to the 'lack of empathy' shown by the soldiers who steal

the women's jewellery. Repetition in 'Remember, remember' is selected to emphasise the poet 'begging' readers not to forget these horrific historical events.

Assessment standard 1.3 commentary

This assessment standard **has** been met because the candidate has successfully presented their findings from their reading of the text in the form of a critical essay.

The essay exceeds the minimum requirement of 600 words and contains a suitable introduction identifying the poem as a dramatic monologue which explores the horrors of the Holocaust with the intention that readers never forget this emotional event.

Relevant main ideas of the text are summarised in relation to key events and incidents that reflect the cruel treatment of the Jewish people, their murders, the callous way in which the soldiers wash their guilt when cleaning their uniforms and the plea from the writer that these events are never forgotten. These references are supported by quotation which the candidate analyses effectively. The essay is rounded off with an appropriate conclusion reinforcing that this historical event should be remembered.

Assessment standard 1.4 commentary

This assessment standard **has** been met and is evidenced in the commentary on the candidate discussion checklist:

- The candidate has contributed relevant ideas and, in addition, has 'ask[ed] relevant questions to ensure understanding and agreement on ideas.'
- The candidate has used straightforward vocabulary which is 'appropriate to task.'
- The candidate can communicate using appropriate non-verbal cues such as 'strong eye-contact' and uses a range of facial expressions to show gradual understanding of the ideas of others – 'will look puzzled as listens but ...facial expression changes.'

- The candidate demonstrated listening skills by ‘ask[ing] questions and answer[ing] those put to them’, for example, ‘how did the poem make you feel – devastated’ and provided evidence for this response.

Candidate 2: outcome 1

1 Apply language skills to investigate a selected text(s) by

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

The candidate has produced a critical essay on the play 'Frankenstein' by Philip Pullman and taken part in a discussion-based activity with their teacher on the text.

Assessment standard 1.1 commentary

This assessment standard **has** been met because the candidate has demonstrated understanding by summarising key aspects of the play 'Frankenstein', by Philip Pullman, in response to their task which was to consider whether they felt sorry for Frankenstein or the monster. Throughout the essay, in a chronological approach, some key ideas are identified: Frankenstein's devotion to science, Agathe's lack of fear of the monster due to her blindness, the monster's evil as a consequence of his mistreatment and the recognition of his loneliness.

Assessment standard 1.2 commentary

This assessment standard **has not** been met. The candidate has focused on characterisation and deals with a limited number of selections from the text. There is some straightforward analysis of aspects of Frankenstein's character, for example the lengths he will go to for scientific research: 'This shows Frankenstein will do anything to make his monster, even rob graves, which is horrifying'. The candidate also describes him as 'cold hearted' as he 'does not care one bit about a family member possibly dying' as he prioritises his research.

There is also straightforward analysis of the monster's character in the candidate's statement that 'the harsh treatment from humans turned something into evil that could have been harmless.' The candidate notes that the monster becomes 'more confident' and 'his vocabulary is more complex' but he is also 'lonely'.

There is some evaluation and engagement shown when the candidate concludes the response with the following comments:

'I feel sorry for the monster because he didn't want to be brought into this world and when he did the world went against him.'

Considering the response in its entirety, however, there is insufficient analysis of the text as a whole in to meet assessment standard 1.2. A re-assessment opportunity should be given to allow for inclusion of more analytical material. To meet this assessment standard, the candidate should add more analysis of character and/or theme.

Assessment standard 1.3 commentary

This assessment standard **has not** been met because the candidate has not produced a response which meets the minimum requirement of 600 words. The essay lacks development and is only 500 words as it stands.

The essay, however, does have a straightforward chronological structure. It contains an introduction identifying that the play is based on a novel 'about a mad scientist' who tried to bring a corpse to life but 'did not know how horribly wrong it would go ...'

Some relevant main ideas of text are summarised in relation to key events, for example Frankenstein's dedication to his cause, his lack of empathy with his family, the poor treatment of the monster which led to his evil change as he became more confident and developed. There is brief reference to the ending of the play with the murder of the 'monster bride' and the monster's vow to destroy Frankenstein. These references are supported by some quotation and analysis.

The essay is rounded off with an appropriate conclusion reinforcing the candidate's opinion that the monster is more worthy of sympathy as 'he didn't want to be brought into this world' and 'just wanted friends.'

To meet this assessment standard, the candidate should ensure that the essay meets the minimum requirement of 600 words. A re-assessment opportunity should be given to allow for this.

Assessment standard 1.4 commentary

This assessment standard **has** been met and is evidenced in the detailed commentary on the candidate discussion checklist:

- The candidate has contributed relevant ideas to explain why sympathy can be felt for both Frankenstein and the monster and that the monster is not initially evil but 'only hurts people to get back at Frankenstein'. A range of themes have been identified: 'responsibility, good vs. evil and dangers of society'.
- The candidate has used straightforward vocabulary and 'Explains ideas clearly', for example 'don't know who is good and who is evil'.
- The candidate can communicate using appropriate non-verbal cues such as eye-contact, nods to indicate agreement and smiles.
- In discussion with the teacher, the candidate demonstrated listening skills by summarising the play and 'explaining ideas further when asked to.'

Candidate 3: outcome 1

1 Apply language skills to investigate a selected text(s) by

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

The candidate has produced a critical essay on the play DNA by Dennis Kelly and taken part in a discussion-based activity with their teacher on the text.

Assessment standard 1.1 commentary

This assessment standard **has** been met because the candidate has demonstrated a straightforward understanding of key ideas and characters contained in the play DNA, by Dennis Kelly. For example, in paragraph 1 the candidate states: 'In this play Leah explores Morality and gangs throughout it.'

In relation to their chosen focus of the characterisation of Leah, the candidate has identified some of the ideas and events that help to make Leah a memorable character, charting her changing character and attitudes linked to being in a gang. The candidate shows a straightforward understanding of the development of Leah's character and understanding of what the gang represents. For example, the candidate makes the observation that: 'This shows us how fed up she is with Phil and the gang.' The candidate also offers more developed commentary, for example: 'This shows us how being in a gang has made her change her moral thinking pattern just to fit in with them.'

Assessment standard 1.2 commentary

This assessment standard **has** been met. At first, the candidate offers fairly imprecise analysis of the character of Leah: 'Leah's character is a very chatty but

insecure character that can be very like able to some people and annoying to others to.’ This relatively thin comment is developed further when the candidate mentions Phil and observes that Leah can ‘persistently ...talk and talk all the time to him.’ The candidate notes that Leah doesn’t get a response from Phil and states that ‘This shows us how insecure Leah is with the concern coming with the words coming out her mouth making us feel bad for the horrible ways Phil has been treating Leah throughout the play.’ Here, sufficient straightforward analysis is demonstrated. This is then supported by a relevant reference from the text:

‘Leah: Do I disgust you?’

Stronger analysis is shown when the candidate examines Leah’s role as the conscience of the group:

‘Leah shows her unease towards this plan by pleading with them not to go through with the plan of murdering Adam. This shows how morally right Leah is.

Leah: No! Stop, don’t, don’t Phil, what are you doing, what are you...’

The candidate goes on to identify the development of Leah’s character towards the end of the play:

‘The character Leah makes it memorable for the audience by finding the courage to leave Phil and the gang and assert her morality.’

The candidate rounds off the response with a straightforward evaluative comment:

‘Making me feel sorry for Leah as a character when Phil is so rude to her throughout the play.’

On balance, the candidate has demonstrated enough analysis and evaluation for the achievement of assessment standard 1.2.

Assessment standard 1.3 commentary

This assessment standard **has** been met because the candidate has successfully presented their findings from their reading of the text in the form of a critical essay.

The essay exceeds the minimum requirement of 600 words (688) and has a suitable introduction to the key aspects of Leah's character that form the focus of their essay.

Relevant main ideas of the text are summarised in relation to key events and incidents that reflect Leah's changing attitudes within and to the gang, supported by reference and quotation which the candidate analyses to make points about the characterisation of Leah throughout the play.

The essay is rounded off with an appropriate conclusion highlighting why Leah was a memorable character.

Assessment standard 1.4 commentary

This assessment standard **has** been met because the detailed commentary on the candidate discussion checklist indicates that the candidate:

- has contributed relevant ideas by describing 'the character Leah and her situation' and explained 'key aspects of the plot.'
- has used straightforward vocabulary: 'upset, ignored, concerned'... 'the group's conscience.'
- can communicate using appropriate non-verbal cues such as 'appropriate eye-contact, nods, etc.'
- demonstrated listening skills through 'appropriate responses to questions asked by [their] teacher in one-to-one discussion'.

Candidate 4: outcome 1

1 Apply language skills to investigate a selected text(s) by

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

The candidate has produced a critical essay on the short story 'Mary Moon and the Stars' by Janice Galloway and taken part in a discussion-based activity with their teacher on the text.

Assessment standard 1.1 commentary

This assessment standard **has** been met because the candidate has given an overview of the text and summarised key events of the plot, in relation to their chosen focus of sympathy for the character of Mary Moon. Throughout their essay, the candidate identifies key aspects of Mary's situation that help to develop sympathy: her appearance and physical condition ('Mary is malnourished and unclean'), her domestic situation ('she is not loved by her own mother'), her treatment at school ('everyone started to call her "Mary – Moon – that – peed – the – floor"').

Assessment standard 1.2 commentary

This assessment standard **has** been met because the candidate has offered a number of straightforward analytical comments about Mary's character and situation to develop the essay's focus on sympathy for Mary. This analytical commentary is not developed but is just enough to achieve the assessment standard at this level, for example:

“She smelled like a cat’s cushion,” Mary smell is compared with a cat’s cushion, a cat’s cushion smells bad, is unclean, is where a cat sleeps on.’

The candidate does offer some slightly stronger analysis in a discussion of Mary’s relationship with the narrator:

‘Mary didn’t want to tell the narrator about her home life because she doesn’t like to talk about this, and she doesn’t want the narrator to feel sorry for her.’

In the conclusion, the candidate shows engagement with the text in a way that suggests its impact:

‘This story is a good lesson for people who don’t know how to appreciate life, and every single day when they wake up and are healthy, they have what to eat, a safety place and a family.’

Overall, the candidate demonstrates just enough straightforward analysis and evaluation for achievement at this level.

Assessment standard 1.3 commentary

This assessment standard **has** been met because the candidate has successfully presented their findings from their reading of the text in the form of a critical essay.

The essay exceeds the minimum requirement of 600 words (725) and has a suitable introduction which gives a broad overview of the aspects of the story that will form the focus of their essay.

Relevant main ideas of text are summarised in relation to key ideas and incidents that shape the candidate’s feelings of sympathy for Mary, supported by reference and quotation which the candidate analyses.

The essay is rounded off with an appropriate conclusion which recaps on reasons for sympathy referenced earlier but also expands on how the story concludes and lessons that could be gained from it.

Assessment standard 1.4 commentary

This assessment standard **has** been met, although the assessor comments would benefit from more detail of the topics covered in the discussion and examples of the language used by the candidate. However, the commentary on the candidate discussion checklist shows that the candidate:

- has contributed relevant ideas by giving a ‘clear account of the main parts of the story.’
- has used straightforward vocabulary and has ‘discussed use of simile and metaphor.’
- can communicate using appropriate non-verbal cues as ‘eye-contact [was] made throughout.’
- demonstrated listening skills as they ‘responded to questions’ in a discussion activity with their assessor. An example of their response to the question ‘Why does Mary hide her secret’ is given: ‘I think she didn’t tell anyone because she would be embarrassed.’