

# Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this question paper.

## Candidate 1

### Question 5

**Choose a poem which has a powerful message.**

**By referring to appropriate techniques, explain how this powerful message is explored.**

The candidate was awarded **10 marks**.

### Summary

The candidate has chosen to answer question 5 from the poetry section using *Shooting Stars* by Carol Ann Duffy for their response.

In the introductory paragraph, the candidate outlines the powerful message displayed in the poem in a way that is relevant to the question, stating it is ‘the heartbreaking and traumatic experience of the Holocaust’.

### Understanding/relevance

The candidate has shown some familiarity with the text as whole. There is some understanding of the central concerns of the text, with the candidate commenting at the bottom of page 1 that the poem ‘creates a thinking process on why Jewish people had to go through that traumatising experience for no reason which leads on to the powerful message in the poem.’ The candidate addresses central concerns again in a relevant way on page 3 of the response: ‘Carol Ann Duffy’s *Shooting Stars* displays a powerful message of the trauma and heartbreaking experiences of the Holocaust and WW2.’

The candidate returns to the key demands of the question, albeit in a mechanical manner, throughout the response, for example ‘powerful message’ (page 1 of the response), ‘traumatising experience...powerful message’ (page 2 of the response), ‘traumatising times’ (page 2 of the response), ‘powerful message of the trauma’ (page 3 of the response).

### Analysis/evaluation

There is awareness of the writer’s techniques and some use of critical terminology with comments on repetition, contrast, word choice, alliteration and juxtaposition. For example, the candidate selects an example of repetition (“Remember Remember”) and makes the analytical comment: ‘she does this to help us have the thoughts and memory of everyone who was killed during the

Holocaust and WW2' (page 1 of the response). Here the candidate shows an awareness of the writer's techniques.

The candidate cites juxtaposition and word choice on page 2 of the response and uses appropriate quotation: "between the gap of corpses I could see a child". Analytical commentary follows: 'as corpses has connotations of dead body, death, dead and child has connotations of young, free, life this creates a contrast of ideas between life and death and between all the young people who had to go through such traumatising times.' Again, an awareness of the writer's techniques is shown here.

Also, on page 2 of the response, the candidate quotes and analyses the simile "upright as statues." The candidate offers the comment: 'Just as statues have no movement and are lifeless the Jews ...are compared to a lifeless motionless figure, that they are scared of the soldiers.' Awareness of the technique of simile is clear here.

While there is commentary of what has been gained from the text, this is brief, with the candidate repeating the words of the question, 'a powerful message' throughout the response. On page 1 of the response, the candidate offers a directly evaluative comment: 'this was a very effective technique to help us understand the horrors of the holocaust'.

The candidate states a personal reaction at the end of the response, explaining 'my personal opinion on this poem is that it has really impacted me on the heartbreaking reality of what occurred during these few years' (page 3 of the response).

### **Structure/accuracy**

The candidate uses language to communicate a line of thought at first reading. There are miss-steps, for example the candidate attempts to open the essay with a list of techniques to be covered, but this is incomplete (page 1 of the response). Though there are some errors in sentence construction, overall, the piece is sufficiently technically accurate.

### **Overall**

The candidate displays some familiarity with the text as a whole, showing some understanding of the central concerns. There is some understanding of techniques (sentence structure, alliteration, similes, juxtaposition) – all suggesting the 13-10 mark range. Commentary, however, is brief, and there is brief commentary of what has been gained from the text: these aspects are indicative of the 9-5 mark range. Making a judgement on the piece as a whole, the essay does just enough in terms of understanding, relevance and awareness of techniques to be placed at the lower end of the 13-10 range and is awarded 10 marks.

## Candidate 2

### Question 7

**Choose a scene or sequence from a film or TV drama which is tense or funny or emotional.**

**By referring to appropriate techniques, explain how this effect is created.**

The candidate was awarded **13 marks**.

#### Summary

The candidate has chosen to answer question 7 from the Film and Television Drama section, using *The Truman Show* by Peter Weir for their response. The candidate explores the closing scene of the film and considers its emotional impact.

#### Understanding/relevance

The candidate has shown familiarity with the scene and some familiarity with the text as a whole. For example: 'Truman looks very happy while steering the boat that he is attempting to escape in [sic] very emotional as we can see his cheerful facial expression which makes the audience a bit emotional...' (paragraph 2).

There is some understanding of the central concerns of the text. For example: 'It's Truman finally realising that he was correct all along about him being in a set and the viewers sort of feel this relief as well for Truman because we just want what is best for him' (paragraph 5).

The candidate makes reference to Truman's final conversation with Christof and his attempts to keep Truman in Seahaven. Again, the candidate is aware of the emotional impact of this scene, showing some understanding of the central concerns: '...the audience are hoping and praying that Truman is just going to leave...' (paragraph 6).

The candidate's response contains a relevant line of thought, but this is not developed beyond re-statements of the question, for example: 'In conclusion, 'The Truman Show' by Peter Weir is a very emotional and powerful film with loads of techniques...' (final paragraph).

#### Analysis/evaluation

There is an awareness of techniques with the candidate referring to camera angles, editing and mise-èn-scene. For example, the candidate makes reference to mise-en-scene but the analytical comment lacks detail: '...during a part of the final scene we see Truman using a rope prop to tie himself to the boat ...By using this mise en scene it makes this part of the final scene very emotional...' (paragraph 3). There is some explanation of the impact of the technique here, but it lacks detail.

The candidate refers to 'slow editing' and discusses the emotional impact of this: '...we then see a slow-motion clip of Truman's boat slowly crashes into the wall which is a very emotional scene for the viewers as we feel the same relief and happiness that Truman feels once he has made it to the end' (paragraph 4). Again, there is an awareness of technique but the comment lacks detail.

Slightly more detail is provided by the candidate in further analysis of editing, for example: 'Weir uses continuity editing to make it look as though they are having a conversation with each other what makes this so emotional is that the audience aren't sure that Christof is going to be able to persuade Truman to come back to seahaven and live a normal life, but the audience are hoping and praying that Truman is just going to leave' (paragraph 6).

There is some commentary of what has been gained from the text, for example '...is a very emotional and powerful film' (paragraph 7), and '...which makes this part of the final scene very emotional' (paragraph 6), but this is not developed beyond fairly repetitive statements.

### **Structure/accuracy**

The candidate communicates a line of thought at first reading and uses spelling, grammar and punctuation with sufficient accuracy.

### **Overall**

The candidate displays some familiarity with the scene and some familiarity with the central concerns of the text. There is an awareness of techniques (from the 13-10 mark range) but there is good use of critical terminology (from the 17-14 mark range). The analysis of techniques is supported by appropriate references (from the 17-14 mark range), but the analytical comments lack detail and evaluation is not well developed (from the 13-10 mark range). The essay is most comfortably described by the 13-10 mark range, but because there are some elements of the 17-14 range it is placed at the top of the 13-10 range and awarded 13 marks.

## Candidate 3

### Question 4

**Choose a novel or short story or work of non-fiction which contains a character for whom you have strong feelings.**

**By referring to appropriate techniques, explain how the writer makes you feel this way.**

The candidate was awarded **15 marks**.

#### Summary

The candidate has selected the text *The Hate U Give* by Angie Thomas and the response focuses on the character of Starr.

#### Understanding/relevance

The candidate has shown familiarity with the text as a whole, for example: 'Starr must make the difficult decision on whether to speak out or continue to stay quiet. Meanwhile she is also trying to fit in with her wealthy, mostly white high school Williamson' (page 1 of the response). This shows a good understanding of Starr's essential dilemma.

The candidate shows a good understanding of the central concerns of the text, for example: 'Throughout the novel the contrast between Starr's life and her friends at Williamson's is made very apparent' (pages 3 to 4), and: 'This novel allowed us to see what life is like through a young black person's eyes.' (final paragraph). The understanding demonstrated here is good but is not developed in any more depth.

#### Analysis/evaluation

Most of the candidate's analysis focuses on characterisation. Sound awareness is demonstrated and the candidate offers detailed commentary on the character of Starr, for example: 'us as readers get the opportunity to see how much she changes as soon as she walks into school. "I don't talk or sound like myself. I choose my words carefully and make sure to pronounce them well. I can never ever let them call me ghetto." Starr feels under an immense pressure to act a certain way. She has to always think before she speaks and constantly pretends to be someone she is not' (page 3 of the response).

Sound awareness of characterisation and detailed explanation is again shown when the character of Chris is dealt with: 'When describing Chris to the reader Starr adds "I try to forget he has a whole floor as big as my house and hired help that looks like me." Starr and her friends lead such separate lives and have completely opposite lifestyles' (page 4 of the response).

The candidate's analysis of setting also shows sound awareness of the technique, for example: "These aren't zombie survival tips, just instructions for latchkey kids in Garden Heights." Children who live in Garden Heights are forced

to be much more wary about their safety ... They have to adapt to the environment' (page 6 of the response). Here an appropriate quotation supports detailed explanation of the significance of setting in the novel.

The piece contains a reasonably developed commentary on what has been gained from the text, for example: 'The reader feels sympathy for Starr as she had to experience something no person should, let alone a sixteen year old' (page 6 of the response).

### **Structure/accuracy**

The candidate communicates a line of thought at first reading. The language used is sufficiently accurate.

### **Overall**

The candidate clearly shows familiarity with the text, and there is a good understanding of its central concerns (17-14 mark range).

Appropriate quotations from the text are selected by the candidate and the analysis/evaluation is detailed and reasonably developed (17-14 mark range), rather than thorough and well developed (20-18 mark range), or an awareness of the writer's techniques (13-10 mark range).

Overall, the piece is fully described by the indicators from the 17-14 mark range. Good understanding together with less developed analysis places the response in the middle of the range. It was awarded 15 marks.