

Candidate 1

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

Overall, this candidate was awarded **34 marks** for this component.

Question 37

The candidate was awarded **2 marks**.

There is an appropriate quotation: '*only light is red*' (**1 mark**), followed by an appropriate comment on the dim lighting being like that in a church (**1 mark**).

Question 38

The candidate was awarded **4 marks**.

An appropriate quotation on the home country – '*ordinary pain*' (**1 mark**), followed by an appropriate comment on how '*England doesn't know what true pain is*' (**1 mark**). Then there is a valid quotation on the countries visited – '*fields which don't explode beneath the feet of running children*,' which was given **1 mark**, with an appropriate comment on the '*unbelievable events*' (**1 mark**).

Question 39

The candidate was awarded **4 marks**.

The first quotation '*half-formed ghost*' (**1 mark**), is accompanied by a good comment on how '*he is being followed by the events his job requires him to do*' (**1 mark**). The second quotation is appropriate – '*blood stained in to foreign dust*' (**1 mark**), as is the accompanying comment on '*sticks*' (**1 mark**).

Question 40

The candidate was awarded **2 marks**.

The candidate employs quotation here, but the question requires the use of own words. However, there is sufficient glossing the surrounding explanation to achieve the marks: '*only selecting*' (**1 mark**) and '*they are not fully affected by it*' (**1 mark**).

Question 41

The candidate was awarded **8 marks**.

There is an initial heading for commonality but the candidate only repeats the question here, adding nothing of their own so no marks have been gained for commonality from this section. The candidate then goes on to discuss the extract and offers two quotations with appropriate comments. The candidate gains the available marks for the extract with the first example given – '*spools of suffering*'

(1 mark), and the corresponding comment about how '*they cannot stop thinking about the horrifying events*' (1 mark). Because the candidate has offered another example of the suffering from the first poem this can be taken as one mark for commonality – '*they realise how horrific and unbelievable these events are*' (1 mark). This would equally work the other way round, but it is important to remember that this is only possible because the candidate has written more than the requirement for the extract and so has already gained those marks. Clearly, it is important not to award two separate marks for the same comment. This happens again when the candidate deals with the other poem. The candidate gains four marks through two of the quotations offered – '*beloved sweetheart bastard*' (1 mark), and '*her, myself, who did this to me?*' (1 mark), followed by the accompanying comments '*how conflicted she is*' (1 mark), and '*her suffering is her fault*' (1 mark). The comments on the wedding dress are less successful but the candidate offers one more point towards the end of the response which can gain the remaining mark for commonality – '*horrid end to her relationship*' (1 mark).

Question 7

The candidate was awarded **14 marks**.

This essay answers question 7 on Christopher Nolan's 'The Dark Knight' and deals with the impact the 'life and death' ferry scene has on the audience.

After a lengthy introduction, the candidate sets out four media techniques for analysis: '*costume, lighting, music and camera*'. The candidate sticks to this intended structure, using topic sentences as signposts. As a result the response is well structured and paragraphing is accurate.

In paragraph 2 beginning '*The ferry scene successfully uses costume...*', the candidate demonstrates familiarity with the text as a whole; for example, commenting on the changing nature of the joker's story regarding his scars and how this intensifies the character's instability.

Towards the end of the same paragraph the candidate explains stylistic devices supported by appropriate references; for example '*just because someone looks a certain way doesn't mean they are willing to do such an action*'.

In paragraphs 3 and 4, beginning '*Lighting is used during the scene...*', the candidate continues to demonstrate some use of critical terminology, commenting on the '*sharp, slow noises*' used to highlight '*tension and chaos*' and suggest that '*something bad is soon to happen*', as well as showing good understanding of the central concerns of the text, such as the Joker's insanity and the unwillingness of the passengers to detonate the bomb as they '*would not be able to live with it*'.

In paragraph 5, beginning '*The ferry scene contains many camera shots and angles to put emphasis on certain objects or individuals...*', the candidate demonstrates sound awareness of the director's techniques by commenting on how camera angles are used to highlight time running out as well as the Joker's power, both of which engage and have impact on the audience.

The candidate concludes the essay by summarising the points already made and while a little repetitive, it demonstrates the relevant line of thought that has been present throughout the essay.

In summary, this response straddles two ranges. In terms of familiarity with the text and relevant line of thought and some analysis, the candidate achieves aspects of the 17-14 range but at times moves into the 13-10 range in terms of evaluation. As it does not comfortably achieve all aspects of the 17-14 range, it was placed at the bottom of the category, and was awarded **14 marks**.