



Commentary on Candidate Evidence

English (National 5): Critical Reading

Commentary on Candidate evidence

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**.

Candidate 2

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

Overall, this candidate was awarded **31 marks** for this component.

Question 47

The candidate was awarded **2 marks**.

The candidate offered an appropriate quotation: *'I could not understand her, etc'* (**1 mark**), and an acceptable comment on frustration over a lack of communication (**1 mark**).

Question 48

The candidate was awarded **4 marks**.

The appropriate quotation *'men's boots'* was awarded **1 mark**. This was followed by an acceptable comment on how practical Aunt Julia was (**1 mark**).

The quotation *'crickets being friendly'* was given **1 mark**. The accompanying comment that the room was dark and cold yet he feels safe and warm was also given **1 mark**.

The earlier comment that *'Aunt Julia was an outdoors type of woman,'* was worthy of consideration, but the reference to, and analysis of *'men's boots'* clearly deserved the marks awarded.

Question 49

The candidate was awarded **4 marks**.

The quotation *'By the time I had learned a little'* was awarded **1 mark**. **1 mark** was also given to the appropriate comment: *'he had tried to learn Gaelic just to communicate with his loved one...he was too late.'*

The candidate's second quotation *'silenced'* was given **1 mark**. The comment – *'picture her death'* was awarded **1 mark**.

Question 50

The candidate was awarded **2 marks**.

1 mark was given for the quotation *'But I hear her still.'* **1 mark** was given for the comment *'though she can longer speak, he can still...feel her presence around him, knowing she's there.'*

Question 51

The candidate was awarded **8 marks**.

For commonality, the candidate's comment on Aunt Julia being separated from a loved one hurts was given **1 mark**. The candidate then refers to Visiting Hour, where the poet visits a dying loved one and how the separation between them hurts – **1 mark**.

From the extract there is an appropriate quotation: *'Aunt Julia spoke Gaelic very loud and very fast'* – **1 mark**. The accompanying comment, *'shows the language barrier'* was also given **1 mark**.

The candidate then makes a selection from *Visiting hour*, *'Lying in a white cave of forgetfulness'* – **1 mark**. The comment, *'his loved one...can't remember things, therefore placing a barrier of separation in the middle of them'* was awarded **1 mark**.

The candidate's final selection is from *Basking Shark*. The reference is to *'matchbox'* – **1 mark**. The candidate then mentions the shark's lack of intelligence and states that this is a barrier between them – **1 mark**.

Question 4

The candidate was awarded **11 marks**.

This essay answers question 4 on Valerie Thornton's *'The Ferryman's Daughter'* and deals with the protagonist, Sharon, as a memorable character.

After a lengthy plot summary, the candidate states that the character is isolated and vulnerable with an over protective father and boyfriend who takes advantage of her. While the candidate displays some familiarity with the text as a whole and some understanding of the central concern of the text - that advantage can be taken of vulnerable teens - this is mainly dealt with through plot.

The candidate shows an awareness of writer's techniques and makes some use of critical terminology, for example the comment on repetition in paragraph 3, word choice in paragraphs 4, 5 and 6.

There is a line of thought which is mostly relevant, focussing on the character's vulnerability. While there are some appropriate quotations to support the line of thought, more emphasis is placed on narrative here, rather than analysis.

In summary, this piece displays some familiarity with the text as a whole and communicates a line of thought at first reading. Structure is appropriate and spelling, grammar, sentence construction and punctuation are sufficiently accurate. For these reasons, it was placed towards the middle of the 13-10 mark range and was given **11 marks**.

Candidate 3

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

Overall, this candidate was awarded **25 marks** for this component.

Question 6

The candidate was awarded **4 marks**.

It is worth noting that the answer to this question can come from anywhere in the extract.

The first three lines of the candidate's response make reference to Alec asking about his dad's reasons for gambling (this would get **1 mark** for mention of his questioning of Davie but the marks are more easily awarded later in the response).

It was felt that the comment '*trying to talk to his dad*' is not closely related enough to an attitude – **0 marks**.

The appropriate reference '*What is it that get intae ye? Wi the betting ah mean?*' was given **1 mark**. The comment, '*Alec is trying to understand why he bets*' was also given **1 mark**.

The next quotation, '*Could ye no go back tae yer trade?*' was awarded **1 mark**. The comment '*trying to encourage him*' was also given **1 mark**.

Question 7 (Candidate has written 2)

The candidate was awarded **0 marks**.

Responses to question 7 must be taken from lines 14-21. The candidate does not follow this instruction.

The quotation '*Nae demand, was different during the war?*' is from line 26, therefore **0 marks**. The accompanying comment is connected very firmly to a quote from wrong area – **0 marks**.

The next quotation offered, '*God. Ma auld sailmakin tools ?*' is from line 12, therefore **0 marks**. The comment is again connected very firmly to a quote from wrong area - **0 marks**.

Question 8

The candidate was awarded **3 marks**.

The quotation "Been goin downhill since then" was awarded **1 mark**. The comment '*really no need for it*' was also given **1 mark**.

The comment '*They needed it during war but not after*' would have been worth **1 mark** if marks had not already been given above.

The next quotation, '*yards shutting down?*' was awarded **1 mark**. The comment: '*emphasises how it's not important anymore*' was given **0 marks** as it is too close to the question.

The final quotation offered by the candidate, '*a big empty space*' would get a mark but **2 marks** have already been allocated for quotes/references.

Question 9

The candidate was awarded **6 marks**.

To address commonality, the candidate observes that Davie is presented at the start of the text with '*no emotion*' (**1 mark**). From the extract ('*at this point*'), Davie is presented as being more willing to open up: '*you can see him opening up about betting, his job and his brother Billy*' (**1 mark**).

The candidate then goes on to deal with elsewhere in the play: '*At the start...he's grieving really badly*' (**1 mark**), with the comment '*he wants a better life for his son all the way through the text,*' which appears towards the end of the response (**1 mark**).

The candidate also makes appropriate reference to the extract: '*At this point...Davie...doesn't want to try and get his life back together*' (**1 mark**), with the comment: '*Davie has given up*' (**1 mark**).

Question 3

The candidate was awarded **12 marks**.

This is a response to question 3 in the Prose section. The important human issue identified is the death penalty. Paragraph 2 mentions the living conditions for the prisoners and their cells are described as '*small animal like cages*'. This shows some familiarity with the text as well as some understanding of the central concerns. This is indicative of an essay in the 13-10 mark range.

Paragraph 3 has a focus on the contrast between the prisoners and the guards. The candidate offers some appropriate quotation: '*puny whisp of a man*' (prisoner) and '*golden specticles*' (guard). Word choice as a technique is not explicitly recognised but some familiarity with the text is clear.

Paragraph 4 tells us about the dog which '*backs away from the guards*' and highlights a contrast in emotion before and after the death. This refers back to the important human issue of death and the death penalty.

The penultimate paragraph explores the issue of capital punishment and the candidate makes the valid point that we are never told what crime the prisoner has been accused of because Orwell wants the reader to think about the moral issue of capital punishment. This idea is continued into the conclusion where the evaluative comment '*it is still a living human at the end of the day*' makes us think further about this issue. The essay ends with a question '*is capital punishment right or wrong?*' and this refers back to the important human issue established in the opening paragraph of the essay. The candidate displays some understanding

of the central concerns of the text and this essay sits comfortably in the middle of the 12-10 range as there is some familiarity with the text; there is some understanding of the central concerns; the line of thought is mostly relevant to the task. There is an awareness of the writer's technique, and some appropriate references are made to the text. The candidate was given **12 marks**.

Candidate 4

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

Overall, this candidate was awarded **29 marks** for this component.

Question 10

The candidate was awarded **1 mark**.

The candidate's first point, '*Whether or not Lucia is allowed to attend a wedding*' is sufficient for **1 mark**.

The next point about Hughie and Lucia having '*fallen for each other*' is too close to the words in the extract - **0 marks**.

The points which follow are from beyond the line references – **0 marks**.

Question 11

The candidate was awarded **4 marks**.

The reference to short sentences was given **1 mark**. '*This shows that she is very straight to the point*' - **1 mark**.

The quotations about Italians sticking together is a reference from beyond line 20 – **0 marks**.

The candidate's reference '*I'll put a stop to it*' is not accurately copied across but is sufficiently recognisable to be given **1 mark**. The comment about '*over-protective character*' was also given **1 mark**.

Question 12

The candidate was awarded **4 marks**.

Massimo '*glad it is over*' and '*wants to move on*' are both acceptable attitudes – **1 mark** for the identification of an attitude. The accompanying reference '*All I care about the war is that it's over*' was also given **1 mark**. Although the words "it's over" are included in the comment, the key idea of Massimo's sense of relief has clearly been understood by the candidate.

Rosinella '*holding a grudge*' and '*refuses to move on*' are both acceptable attitudes – **1 mark** again for identification. The appropriate reference was also given **1 mark** – '*Are you forgetting...?*'

Question 13

The candidate was awarded **6 marks**.

The candidate's response begins by addressing commonality with '*hard working*' (**1 mark**) and a '*family man*' (**1 mark**) followed by some facts about Massimo (which are not enough to constitute evidence from elsewhere) and generalised comments about changes in character which lack specific detail.

From the extract, the candidate identifies Massimo as calming Rosinella down (1 mark) with an appropriate quotation '*Then come to Italy...*' (1 mark). There are further comments about how Massimo '*understands*' and is '*trying to cheer her up*' which would also be relevant to Massimo's character had the maximum marks for work done on the extract not already have been gained here.

The candidate deals with elsewhere in the play – Massimo is identified as romantic (1 mark) with evidence in the form of quotation and reference about him going to Italy to get Rosinella back (1 mark).

Further comments about '*the lengths Massimo has went to*' are too unspecific to gain anything further.

Question 3

The candidate was awarded **14 marks**.

The candidate offers a response to question 3 from the Prose section and deals with the theme of power and how it corrupts people. The introduction is adequate, making use of correct critical terminology, such as satire and allegory. The candidate identifies the character of Napoleon as a vehicle for showing the theme and moves on to discuss the '*famous line*' from the text and how it is changed from the original meaning throughout the novel. There is a suggestion of Napoleon's cunning nature in the comment '*sees this as the perfect opportunity to take control*'.

The candidate continues to discuss the theme in relation to characterisation at the end of the novel when Napoleon is like Mr Jones. Examples given are that he is a dictator, walking on two legs, and trading with humans which the candidate identifies as personification. The candidate reveals an understanding of Napoleon's character: '*has saw the chance to gain power and how it has made him go against everything he has worked for to achieve freedom*.' There follows an explanation of how Animal Farm (which the candidate refers to as the '*imagined world*') is relevant and comparable to aspects of the world today – for example '*people who will do anything to be in control*'.

There is further awareness of the character development of Napoleon in relation to the theme of corruption: stealing the milk, rearing the puppies, etc. The candidate shows awareness of the writer's techniques through comments about '*setting the scene...*' and an implicit understanding of the gradual and sinister nature of Napoleon's rise to power. Throughout this discussion candidate refers to the technique of imagery. This is perhaps less successful.

Towards the end of the response the candidate makes points about the character of Boxer, and his Napoleon's treatment of him, identifying the technique of irony (again linking the world of Animal Farm to the relevance of the world today). The candidate explains that Napoleon has now gone against what he originally agreed at the start of the novel. The conclusion is apt, returning to the question and restating the idea of Napoleon's character development, which is caused by him being corrupted by power.

This response is interesting in that the candidate provides limited quotation from the text, instead supporting ideas through relevant appropriate references and paraphrasing. In this sense familiarity with the text is demonstrated. There is a good understanding of the central concerns of the text and the candidate regularly relates specific aspects of corruption in the novel to the world today, which reveals what has been gained from reading the text. There is a sound awareness of techniques and critical terminology (dystopia, personification, imagery, irony, etc) but this is not always handled confidently. In terms of language, at times there are errors in expression, grammar and spelling (there/their, '*animils*', '*benifit*') but it is sufficiently accurate. The essay is accurately paragraphed, and the structure is appropriate, often using topic sentences, and ending paragraphs by relating the ideas and events of the novel to the world today.

In summary the response shows some insight but can only be described as fairly detailed in terms of analysis and knowledge of the text. Therefore, it can be seen to straddle both the 10-13 and 14-17 mark ranges. On balance it was placed at the lower end of the 17-14 range and was awarded **14 marks**.

Candidate Evidence

Candidate 1 evidence

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
37.	<ul style="list-style-type: none"> ◦ "only light is red" 	
	<ul style="list-style-type: none"> ◦ this suggests that the 	
	war photographer is like "a	
	priest" in "church" because	
	he is alone and the	
	light is dim as the priest	
	gets ready for a mass. The	
	war photographer has lost all	
	emotion. as the "dim" lighting	
	indicates	
38.	<ul style="list-style-type: none"> ◦ "Home again to ordinary pain" 	
	<ul style="list-style-type: none"> ◦ highlights how England doesn't 	
	know what true pain is,	
	that weather can change	
	the mood whereas in	
	war zone countries there is	
	never peace.	
	<ul style="list-style-type: none"> ◦ "fields which don't explode beneath 	
	the feet of running children" this	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
	<p>highlights the images the war photographer sees, he compares a "normal" country to one which unbelievable events happen.</p>
39.	<p>"a half-formed ghost" this shows how the war photographer can see the victims of war. He is being followed by the events his job require him to do.</p>
	<p>"blood stained into foreign dust" highlights how people are forgotten. However this sticks to the war photographer as they feel anger towards people that do not have to experience this.</p>

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
40.	<p>"pick out five or six" This</p>	
	<p>highlights how the war</p>	
	<p>photographer really feels,</p>	
	<p>he portrays the editor</p>	
	<p>only selecting "five or six"</p>	
	<p>to pay for, when there</p>	
	<p>are thousands that</p>	
	<p>deserve to be remembered.</p>	
	<p>"and they do not care"</p>	
	<p>this shows how people</p>	
	<p>react to horrific news, at</p>	
	<p>first they feel sadness</p>	
	<p>but it goes away as</p>	
	<p>they are not fully</p>	
	<p>affected by it.</p>	

41. Commodality.

War photographer explores the theme of people suffering painful experiences just as the poem Havisham.

Extract

- "spools at suffering" indicating how their suffering never ends and they cannot stop thinking about the horrifying events.

- "did not tremble though seem to now" highlighting how at the moment of fear they don't feel anything but when they look back they realise how horrific and unbelievable these events

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are

Other Poems

" " Beloved Sweetheart bastard "

This starting line tells us

how Howisham has mixed

feelings. It shows an

oxymoron between loving

some and calling them

an unpleasant word. Shows

how conflicted she is about

what happened to her.

" " dress, yellowing, trembling " the

dress is given ~~per~~ human

features to highlight

how Howisham believes the

dress is part of her because

she hasn't removed it for

so long. " yellowing " indicates

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	How old the dress is	
	it starts to change colour	
	"her, myself, who did this	
	to me?" This shows Havisam's	
	realisation that her suffering	
	is her fault she did	
	this to herself. to	
	"red balloon bursting" this	
	highlights the sudden,	
	horrid end to her	
	relationship. Havisam did	
	not expect to be left	
	on her wedding night and	
	it's like all her dreams	
	burst.	

ENTER NUMBER OF QUESTION	Film and Television Drama	DO NOT WRITE IN THIS MARGIN
7.	<p>The movie film "The Dark Knight" directed by Christopher Nolan is a film that contains a key scene that has a very huge impact on the audience and a sudden turn in the film. Christopher Nolan used many techniques including costume, lighting, music and camera shots and angles to create tension and make the film realistic and enjoyable. The "Ferry Scene" in "The Dark Dark Knight" has a huge impact on the storyline of the film when people are forced to choose between life and death,</p>	

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making it a successful scene that has a powerful impact on the audience,

The ferry scene successfully uses costume to show personality and to judge people by their looks. During the scene the Joker appears on screen several times revealing his costume. The Joker has a costume with a theme of green and purple, which contrast showing ~~that~~ he is different than others. The Joker also has clown make-up and a scar across his face. This indicates his craziness and mental

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	<p>instability as he changed the story on how he got his scars many times in the the film. During the scene the emphasis is placed on costume on the people on the ferry. One ferry has ordinary people in it whereas the other holds criminals. Both are given a remote that will destroy the other ferry and immediately there is conflict as panic starts to rise in both ferries. The "ordinary people" ferry 'exclaim that prisoners are not worth living as much as them but no one is willing to press the button. Whereas on the criminal ferry one ^{prisoner} volunteered to do it but instead throws</p>	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
	<p> The remote out at a window. This creates a significant impact on the audience as it shows how just because someone looks a certain way doesn't mean they are willing to do such an action, as well as highlighting Joker's instability. </p>
	<p> Lighting is used during the scene to emphasise the good and bad side to people. When the "ordinary people" boat is discussing what to do a high emphasis is shown in what lighting they are portrayed in. There </p>

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	is also a lot at sudden	
	lighting changes during	
	the scene emphasising	
	the good and bad.	
	When the Joker makes	
	an appearance he is	
	presented in a dark room	
	with unstable lighting. This	
	also again highlights	
	his instability and crazy	
	thoughts. Lighting makes an	
	effective impact on the	
	audience during this	
	scene as it highlights	
	the good and bad	
	in people. Everyone from	
	the scene wants to	
	save their own life	
	but are not willing to	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	press the button as they would not be able to live with it.	
	During the ferry scene music is used to introduce chaos and fear. During the scene the sound of two clashing notes going up and down are represented to show portray Joker's mental state as well as creating tension in the scene. Sharp, slow noises are used to highlight the tension and chaos in the scene as the Joker is planning a disaster.	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	to take place. This highlights	
	and creates an impact	
	upon the audience as	
	the sounds are eerie	
	and tell us something	
	bad is soon to happen.	
	scribble The ferry scene	
	contains many camera shots	
	and angles to put	
	emphasis on certain objects	
	or individuals. During the	
	scene, time is a major	
	issue as both ferries	
	are given until midnight	
	to make a decision. The	
	clock on the ferry is	
	shown in a close-up	
	shot to emphasise the	

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back at time and fear
the passengers are
feeling. When the Joker
is on the TV screen
~~the~~ there is a low
camera angle placed on
him to show he is in
power at the two ferries.
The scene focuses on the
remote a lot as it is
the object that can
~~the~~ cause chaos and
bring Joker's plan to
life. Camera shots and
angles therefore create
tension and have an
impact on the audience
as each individual ^{object} thing
in the scene is emphasised.

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	to show the how important	
	it is. to creating tension	
	and bringing the	
	audience in.	
	In conclusion, "The Dark	
	Knight" uses many techniques	
	to show interest to the	
	audience and create a	
	very realistic atmosphere	
	Costume is used to show	
	a person's personality as	
	well as what they are	
	capable of. Lighting is	
	used to be portray a	
	good and bad side to	
	each individual in the	
	scene. Music is used to	
	create suspense and tension	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	in the scene and making	
	highlighting Joker's power	
	over the citizens. Camera	
	shots and angles	
	emphasise the power	
	a character has over	
	the scene, or how much	
	power a simple object	
	can hold. Therefore Christopher	
	Nolan uses the techniques	
	of costume, lighting, music	
	and camera shots and	
	angles to create a suspenseful	
	atmosphere and bring the	
	audience in, making the	
	film as realistic as	
	possible.	

Candidate 2 evidence

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
47.	In the opening stanza	
	Maccaig creates a clear	
	sense of frustration when	
	talking about Aunt Julia.	
	"I could not answer her - I could	
	not understand her".	
	The repetition of "I could not"	
	indicates his frustration of	
	not being able to communicate	
	with her at all.	
48.	Maccaig make it clear that	
	Aunt Julia was an outdoors	
	type of woman, that she	
	represented the beautiful	
	outdoor nature in her own way.	
	"She wore men's boots when	
	she wore any".	
	word choice of. ↓ "men's boots" indicates how practical	
	and heavy minded she was	

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when dealing with nature

~~When dealing with nature~~

"Here was the only house
where I've lain at night."

"In the absolute darkness

of a box bed, listening to

crickets being friendly."

"absolute darkness" creates an

image of the room he

sleeps in, dark and cold yet

somehow he feels safe and

happy.

49. Maccaig uses word choice and

imagery when dealing with

a sad tone in the final

stanza.

"By the time I had learned

a little."

Here Maccaig uses word choice

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	<p>"Little" to show he had</p> <p>tried to learn Gaelic just to</p> <p>communicate with his loved</p> <p>one, he creates a sad tone</p> <p>as by the end of the stanza</p> <p>we realise he was too late.</p> <p>"She lay silenced in the</p> <p>absolute black of a sandy</p> <p>grave at Luskenyre".</p> <p>Here the writer uses visual</p> <p>imagery</p> <p>where when talking about</p> <p>being "silenced", where the</p> <p>readers picture her death</p> <p>and how no longer she could</p> <p>speak Gaelic or speak at all.</p> <p>So "But I hear her still". I</p> <p>find this effective as a</p> <p>conclusion and towards the</p> <p>rest of the poem as even</p>	

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though she can longer speak,
he can still hear/feel her
presence around him, knowing
she's there.

51. Commonality:

~~the~~ Aunt Julia and Visiting
Hour and Basking Shark:

Aunt Julia shows that by
being seperated from a
loved one hurts however,
there still with you.

Visiting hour deals with
the poet visits a dying
loved one and how the
seperation between them
hurts them.

Finally, Basking shark deals
with the seperation
between a sea creature and

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the poet and what he
end up realising at the
end of the encounter.

Aunt Julia:

~~"Aunt Julia spoke very~~

"Aunt Julia spoke Gaelic
very loud and very fast"

Immediately the writer
shows the language barrier
between the two and how
this separates further in the
poem.

"But, I hear her still, welcoming
me with a seagull voice?"

"I hear her still" shows that
the separation between both
of them ~~is~~ hurts the
poet however, the separation
has not torn their memories

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	apart.	
	visiting hour:	
	"flying in a white cave of	
	"forgetfulness."	
	word choice of "forgetfulness"	
	shows how his loved ones well	
	is treating her and she can't	
	remember things, therefore	
	placing a barrier of separation in	
	the middle of them.	
	Baking shark.	
	"Room-sized monster with a	
	matchbox brain."	
	word choice of "matchbox"	
	shows how little the poet	
	thinks of the shark, how	
	little intelligence he has	
	Again placing a barrier	
	in between them	

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4.	Prose.	
	<p>"Sharon the Ferryman's daughter" is a short story written by Valerie Thornton, which has a memorable character throughout the story. The story deals with a young isolated teenage girl who lives on an island with her father. Her father is protective over her and she doesn't have a mother idol to look up to. She doesn't have any friends due to joining school late on in the year, however soon enough her classmates give her the attention she's hoped for. All due to rumours of her</p>	

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
THIS
MARGIN

new older boyfriend John
The girls and John all
take advantage of her
due to her vulnerability
of wanting attention and it
soon ends badly for her. Her
Head teacher finds out
about John and demands
her to not see John again
or she'll tell her father.
However, she doesn't listen
and soon ends badly
when John gives her a
ring and never comes
back to see ~~her~~^{her} again.
Sharon stops going to
school and no one ever sees
her, except one girl who
said they seen her with a

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	a pram.	
	I find Sharon memorable	
	as she is realistic and	
	for some she is	
	relatable. Every teenager	
	knows someone like	
	Sharon.	
	"Sharon walked alone"	
	"She stood alone".	
	Here the writer uses	
	repetition to highlight	
	how isolated Sharon is,	
	she's always alone	
	but it never seemed to	
	bother her, almost like	
	she enjoyed being alone.	
	"No one wanted her as	
	their friend".	

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NUMBER
OF
QUESTION

DO NOT
WRITE IN
THIS
MARGIN

Again this quote does
simply just indicate
that no one wanted
to know Sharon, no one
bothered that she
was alone, no one
cared.

or

She must have been
speaking to someone
though."

The word choice of 'must'
shows that possibly she
did have friends because
how else would people in
her school know about
John.

W

"

She was cross questioned.

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	in the rollers"	
	Word choice of "cross-	
	is questions" indicates that	
	she didn't really have the	
	any other option on telling	
	the the girls about John, "cross-	
	questioned" shows that the	
	girls did take advantage of	
	her vulnerability of wanting	
	attention.	
	"	
	"go and sit on the benches	
	so we can walk past and	
	have a good look at him."	
	The writer is now trying	
	to paint a picture in the	
	readers mind of how Sharon's	
	classmates take advantage of	
	her and she just does what	

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
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MARGIN

they say which happens on
time to teenagers.

"
He asked me where I was
going and if he could
come with me"

Again this quote shows
her vulnerability however,
this time it's with John.

She describes how they
met and immediately
the reader understands
how vulnerable she
actually is, especially that
she didn't know John yet
she let him come with
her.

In conclusion I find Shereh

ENTER
NUMBER
OF
QUESTION

DO NOT
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MARGIN

a memorable character
as she is realistic
and relatable at times
where, as a teenager you
can see yourself ~~as~~ in
Sharon or someone like her.

Candidate 3 evidence

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
	Text 2 - Drama
6.	Alec is trying to talk to his dad and ask him why he bets, why doesn't he get a new trade?
	"What is it that gets intoe ye? Why the betting ah mean" Alec is trying to understand why he bets
	"Could ye no go back tae yer trade?" Alec is try to get his dad to get a job again, is trying to encourage him.
2.	"Nae demand. Was different during the war" Davie doesn't see a need in trying to do his old trade as there is no need for it anymore.

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	"God. Ma auld sailmakin tools."	
	Davie seemed surprised and the thought of the memories of when he was a sailmaker.	
8.	"Been goin downhill since then but" this shows there is really no need for it and there is less demand for it. They needed it during war but not after	
	"Yards shutting down" this emphasises how it is not important anymore, it's only "a big empty space" now.	
9.	Davie is presented at the start of the text with no emotion. He pretends everything is okay when it's not whereas there at this point you can see him opening up about betting, his job, and	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	Prose	
3.	<p>"The hanging" by George Orwell is a short story which deals with an important issue. 'The hanging' is about the death penalty. A man who is going to get the hung but the writer doesn't tell us the prisoners crime all we know is he is getting the death penalty on if he should face the death penalty on for</p> <p>The prisoners are kept in really harsh conditions almost animal like as they were kept in "small animal like cages" which highlights how little space they had. The prisoners had hardly any light and they only had a "plank bed</p>	

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
THIS
MARGIN

and a bucket" in their cell. This deals with an important issue and ~~then~~ nearly makes you feel sorry for these prisoners, ~~as~~ as this shows you their poor living conditions.

This part in the story deals with an important issue as you see the contrast of the prisoners and the guards. The prisoner is described like "a puny whisp of a man" making him seem almost cartoon like, whereas the guard is wealthy looking ~~and~~ with his "golden spectacles." ~~and~~ The guards look very healthy compared to the prisoners and ~~live~~ live in much better conditions.

The story goes on and we are introduce to a dog. This dog

is running about happy as day.
~~With~~ With the guards but suddenly
when the dog witnesses the
guards kill another human the
dog is 'scared' and 'backs away
from the guards' this emphasises that
the dog knows what's going on
and we see a contrast in emotion
from before and after the death.
This deals with an important issue
which is carried on throughout the
story.

This 'hanging' deals with an important
issue about capital punishment. Orwell
tells the readers that this prisoner is
going to be killed for his crime.
But what is his crime again? We
don't know as the writer doesn't tell

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
THIS
MARGIN

his readers because he doesn't want
his readers to have an opinion
on ~~whether~~ if he should face the
death penalty or not. This makes
us question if capital punishment
should be allowed or not no
matter what the situation is.

In conclusion George Orwell has
written an amazing ~~short~~ short story
in my eyes, as you are able to
over look the crimes they have
committed and show you it is still
a living human at the end of the
day. Orwell writes this to make you
think about capital punishment. This
deals with an important issue
which leaves a question... is capital
punishment right or wrong?

Candidate 4 evidence

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
10)	The 4 key areas of disagreement are	
	- Whether or not Lucia is allowed to attend	
	a wedding with Hughie	
	- If Hughie and Lucia have fallen for each other	
	- The effects of the war	
	- Going on back to Italy for a while.	
11)	Rosinella uses lots of short sentences	
	throughout the text. This shows that she	
	is very straight to the point and doesn't	
	mess about	
	"Italians have got to stick together" here we	
	see how she is a patriotic character	
	that loves her country.	
	"I'll put a stop to it" this shows she is	
	a very overprotective character who wants	
	nothing but the best for Lucia.	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
12)	Massimos attitude to the war is that	
	he is glad it is over and wants to move	
	on - "All I care about is the war is	
	that its over"	
	However Rosinella is holding a grudge about	
	the war and refuses to move on	
	- "Are you forgetting what this	
	country did to the Italians during the war"	
	13) Massimo is a hard working, family man.	
	He runs his own shop, has a wife and	
	kids and who help with the shop. He	
	is Italian running a shop in Scotland.	
	Throughout the book we see his character	
	change from time to time because of	
	different scenarios. In this	
	In this passage we see Massimo as	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	a calm character, as we see Rosinella start	
	to get annoyed/angry, we also see Massimo	
	tried to calm her down and help make her	
	happy - "Then come to Italy with me, Rose,	
	What do you say?" This shows he	
	understands that she's a proud Italian and	
	is trying to cheer her up.	
	Elsewhere in the play we see	
	Massimo as a Romantic character when	
	he goes to Italy to get Rosinella	
	back - "oh, Massimo"	
	This shows that Rosinella sees the	
	length's Massimo has went to	
	get her back and she sees	
	sees his Romantic side.	

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
3)	I have chosen Animal Farm which has	
	the theme of Power and how it corrupts	
	people.	
	Animal Farm is a satire written by George	
	Orwell in which the animals rebel against	
	the dictator Mr Jones for their own freedom	
	and equality. Animal Farm is an allegory	
	of the Russian Revolution, for example	
	- Animalism is Communism	
	- Mr Jones is the Russian Czar	
	The theme of power and how it corrupts	
	people is easily shown through the character	
	Napoleon. Napoleon is one of the animals	
	encouraged to rebel by old Major to	
	overthrow Mr Jones. Here we see	
	all the animals work together and	

Successfully overthrow Mr Jones to achieve their goal of freedom and equality for animals.

The most famous line in Animal Farm is "All animals are equal but some are more equal than others". which is one of the quotes painted on the farm. However the original quote was "All animals are equal" but when the farm has no leader Napoleon sees this as the perfect opportunity to take control.

We see the theme ~~off~~ of power and how it corrupts people perfectly as at the end of the story we see Napoleon act like Mr Jones by being a dictator, walking on 2 legs, sleeping in a bed and trading with humans.

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
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MARGIN

Here the writer uses personification to show Napoleon acting as Mr Jones. ~~and~~ This shows the theme of power and how it corrupts people perfectly as we see Napoleon has seen the chance to gain power and how it has made him go against everything he had worked for to achieve freedom. The Allegory/Dystopia shows that in the imagined world there are people who will do anything to be in control and it reminds us that people in today's world will also do anything to be in control.

Napoleon didn't just instantly take the role of dictator of Animal Farm; there are many things he does earlier that lead to him becoming the tyrant dictator.

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Firstly Napoleon Steals the Cows
milk for the pigs to show the pigs
are the dominant animals of the farm.

Here the writer is setting the ~~the~~
Scene. This gives the reader an idea of
what to expect. The Allegory/Dystopia
shows in the imagined world ~~people~~
Animals stealing from others to benefit
themselves. This reminds us that in
today's world there are people like that
for example thieves.

Next to maintain power Napoleon get
9 puppies and trains them into killer
guard dogs. This is to create fear
among the other animals. The allegory/
Dystopia here is animals in the imagined
world using fear and intimidation to get their
own way. This reminds us that in today's

ENTER
NUMBER
OF
QUESTION

DO NOT
WRITE IN
THIS
MARGIN

World there are also people who use fear and intimidation to get their own way for example dictators. Here the writer sets the tone

Napoleon then ~~uses~~ the makes innocent animals confess to crimes they didn't commit and then uses the 4 killer dogs to kill them in front of all the other animals. Here the writer is using Imagery as it allows the reader to visualise what is going on. The Allegory/Dystopia shows in the imagined world animals using violence and murder to get their own way and reminds us there are people in today's world who also use violence/murder to get their own way.

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	<p>The final thing we see before Napoleon takes complete control is him betray Boxer the loyal, hard working horse. Boxer thinks he is heading to a retirement home but instead Napoleon sends him to the slaughter house to be put down. Here the writer uses irony as at the start of the play we see the animals working together to achieve the same goal but now Napoleon is going against his original beliefs. The allegory/dystopia here shows in the imagined world animals betraying others for their own benefit and this reminds us that in today's world there are also people who will go against what they originally believed and betray others if it benefits themselves.</p>	

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In Conclusion Animal Farm starts off as a group of animals working together to get freedom and equality. However as the story progresses we see how having power corrupts Napoleon and makes him a completely different person for the worse. This is why Animal farm shown through the character boxer shows the theme of power and how it corrupts people.