

Introduction

The materials in this document have been prepared to exemplify the marking of candidate work in the Advanced Higher English Literary Study question paper. The questions are based on an early version of the specimen question paper which is no longer available on our website.

The work of seven candidates has been marked and explanations of how marks have been awarded have been provided. These are presented in the form of an extended commentary on each essay.

Some essays have been typed by candidates. Responses have not been corrected or edited in any way.

Commentary on candidate evidence

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

Candidate 5

Discuss some of the ways by which poetry explores aspects of change. In your answer you should refer to three poems.

The candidate was awarded **18/20 marks** for this response.

The candidate demonstrates an ability to develop the implications of the question in relation to Eliot's central concerns: 'the psyche of Europe, the religious and sexual attitudes... in response to traumatic events...the Great War'.

The candidate makes a relevant choice of text on the second page of the essay and focuses on sexual impotence as the key to the character of Prufrock, supported by well-selected quotation. The candidate analyses the effect of repetition, imagery and character, showing evidence of task-appropriate range of literary techniques being used to strengthen the line of argument. The candidate then moves to *The Waste Land* to develop the line of argument with another well-chosen quotation. The image of the 'human engine' is explained and the candidate moves to incorporate that meaning in a parallel reference in *The Hollow Men* at the top of the third page of the essay to reinforce the line of argument.

The candidate concludes this section by making an evidence-based evaluation on the theme of change through the representation of: 'a young man in the wasteland or living in limbo...'

The candidate moves on to consider the greater significance of the setting of *The Hollow Men* on page four of the essay: '... representative of Europe itself'; a place of destruction and infertility. *The Waste Land* and its indebtedness to *The Golden Bough* is integrated into this line of argument with the character of *The Fisher King*, 'juxtaposed in a modern London setting...no longer bustling with people and exchanges that result in procreation but is...barren and dead'. This argument is supported by a well-chosen, embedded quotation: 'nymphs are departed'.

The candidate concludes this section with an evaluative judgement based on the evidence cited: '...he is waiting for another resurrection of Christ, or similar ultimate sacrifice and only then, this land that has gone so horribly wrong can be restored'. The central thematic concern of change has been explored and a clear evaluative stance has been expressed.

The final section contrasts Eliot's understanding of the soldiers who fought and died in the war and the limbo of the hollow men, with the allusion to Dante's Inferno being developed on pages five and six of the essay with relevant quotations from *The Waste Land* and *The Hollow Men*.

The candidate then moves to a conclusion and evaluation based on the evidence that has been deployed in the creation of a clear line of argument.

Knowledge and understanding

This candidate demonstrates secure knowledge and understanding of the texts and makes a relevant and secure consideration of the implications of the texts. There is well-chosen textual evidence to support this response.

Analysis

There is evidence of a task-appropriate range of literary techniques being used to strengthen the line of argument on two of the texts.

Evaluation

There is a clearly identifiable evaluative stance securely based on evidence discussed within the response.

Technical accuracy

The essay meets the requirement for accuracy.

The essay is placed in the 18 to 16 marks range and is awarded 18 marks out of 20.