**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**.