

5ET03 Commentaries

Sample A – Band 1 - 11/50

A01 –3/20

A02 – 3/10

A03 – 5/20

Shakespeare – theme - Romeo and Juliet

The response is presented in a segmented way with sub-headings to separate each Act or scene. Each paragraph opens with discussion of the adaptation and to move to a higher Band the candidate needs to ensure that the text takes priority over the adaptation. The candidate occasionally shows some evaluation of meaning expressed within the film, but this is often undeveloped, for instance the references to the petrol station and the fish bowl. There is some explanation of language for A02. And an attempt is made to embed quotations within the response. The selection of text is appropriate; however the analysis is undeveloped throughout. The response relies heavily on the adaptation at the expense of the text. The response just edges into Band 2 for both AO's

Contemporary Drama – dramatic devices - A View from the Bridge

Although the task selected is dramatic devices the response does not fully explore these aspects, the candidate would have achieved a higher Band if they had chosen the relationship task. The response is at times basic and focuses primarily on Eddie and Catherine. There is the occasional reference to a stage direction 'running her hand over her skirt' but the candidate does not fully develop points made. A number of references are made to the text 'you're walking wavy' and 'can you lift this chair?' and the candidate does show some understanding of the play, however most of the points made remain undeveloped.

QWC is appropriate to the bands awarded.

Sample B - Band 2 -15/50

A01 6/20

A02 – 4/10

A03 – 5/20

Shakespeare - Romeo and Juliet.

A carefully written response with some explanation of the effects of the writer's language, "'This is she' at the top of his voice and repeats it to add emphasis" and also "he tries to turn it into a joke by saying 'Ay, ay a scratch' which refers to the presentation of Mercutio's character through language. Other references are not expanded or remain undeveloped.

For A03, there are some points made which would suggest Band 2, such as the reference to the fireworks used in the film to underpin Mercutio's words, and the change in the weather which accompanies his death. Some comparison is made

with the film, for instance how Mercutio is seen to be a strong personality in both, exemplified in the use of the red car in the film. An attempt to answer the question appropriately but largely undeveloped points.

Contemporary Drama - The Crucible.

The first paragraph of the response focuses primarily on explaining McCarthyism, which is not relevant, as the candidates are not awarded for context. Equally, the last sentence from "All that I have mentioned.....would be set free" does not relate to the task. There is however some links made between the ways McCarthyism ruined lives as did the Salem Trials for the Proctor family and others. Some appropriate reference is made to Giles Corey as a victim too on Page 4 and its significance to Proctor. The title of the task limited the amount of detail this candidate could put in to evidence their analytical skills.

Over all, there is enough for Band 2 but needs more textual reference to move to a higher Band.

QWC is appropriate to the band awarded

Sample C – Band 3 - 25/50

AO1 – 9/20

AO2 – 5/10

AO3 – 11/20

Shakespeare – The Merchant of Venice

The candidate has produced a reasonably developed piece of writing, discussing the main character of Shylock in 'The Merchant of Venice.' The 1st paragraph is rather long and generally narrative and for a higher Band the candidate needs to introduce their analysis from the start to prevent any time wasted on retelling the story. The essay contains a good balance between the play text and the adaptation, which is consistent throughout and the candidate begins to show some good understanding of the play, particularly on page 2, paragraph 2 when analysing how Shylock is 'quite angry and shouting'. However, there are some occasions when points are not fully developed and the response does revert to narrative – the top of page 2. The selection of textual examples is appropriate and generally supports the points being made. There is sound understanding of how Shakespeare uses language and structure within the play and the candidate makes reference to the use of repetition.

Contemporary Drama – Educating Rita

The candidate shows a good understanding of the text and the 1st page and ½ are strong, showing a sound response. The textual reference is sound and appropriate to the points made especially when discussing the relationship between Rita and Frank. Unfortunately, the candidate spends too much time on page 2 and 3 of the response discussing the play's context. AO4 is not the focus of this unit and to enable this candidate to move to a high Band 3 or 4, the response needs to focus on the task and avoid too much attention to context

material. Although the candidate does sustain the response, there is only limited evaluation at times, and this limits it to Band 3. The response does use the occasional narrative rather than analysis, especially at the beginning.

QWC is appropriate to the band awarded

Sample D – Band 4 - 34/50

AO1 – 14/20

AO2 – 6/10

AO3 – 14/20

Shakespeare – The Merchant of Venice

The candidate has produced a specific and developed response, showing a secure knowledge of both the play text and the film adaptation. The response opens with an exploration of the genre and appropriate understanding of the contemporary audience's attitudes towards Jews, which impacts on an understanding of the character of Shylock. A contrast with a modern adaptation whereby Shylock's actions are conveyed as an 'innocent victim' is given and 'the effect of religion is played down'. The candidate conveys a clear understanding of how language contributes to an understanding of the character and how Shylock acts 'angrily,' likewise the discussion of iambic pentameter is analysed to illustrate Shylock's 'dominance and power over the other characters.' The candidate makes secure connections with scenes, linking the play to the adaptation. There is some brief misunderstanding of the text on page 3, however generally the candidate shows a developed understanding of the character. The selection of textual examples is specific, however to move to a Band 5 the candidate needs to ensure every point is fully supported by textual evidence and that the analysis is detailed throughout.

Contemporary Drama – Educating Rita

The candidate has produced a convincing response to the task, showing at times a perceptive understanding of the theme of education within 'Educating Rita'. The response is sustained throughout and although the comments hint at a perceptive understanding (Band 5), this is not always borne out with the textual references made or the explanation. It does not always communicate ideas as effectively as it could for a Band 5. Mention is made to language particularly the use of metaphor to convey 'a different way to live her (Rita) life' and on page three the metaphor to show 'Rita as oiling the door to higher education. However the candidate misses the opportunity to evaluate the use of humour on page two when discussing how Frank 'sometimes has the urge to throw something through his window.' Overall the response is a good example of a secure Band 4.

QWC is appropriate to the band awarded

Sample E – Band 5 - 42/50

AO1 – 17

AO2 – 8

AO3 - 17

Shakespeare – A Merchant of Venice

The candidate has produced a secure, perceptive and discriminating answer, showing a detailed knowledge of both the play text and the film adaptation. The response opens with a detailed exploration of the genre and appropriate context detail of the Elizabethan/Jacobean audience's attitudes towards Jews, which impacts on an understanding of the character of Shylock. The candidate then offers an explanation for the contrast in adaptation for a modern audience whereby Shylock is conveyed as 'a small sour... old man turned this way from the racial abuse he has suffered'. The candidate conveys a perceptive understanding of how language contributes to an understanding of the character and how Shylock is described as 'a villain' and how he has 'power over the people' to increase the tension and anger towards the antagonist. The selection of textual examples is discriminating and fully supports the points being made, however to move to the top of a Band 5 the candidate needs to ensure every point is fully supported by textual evidence and that the analysis is detailed throughout – especially the discussion of iambic pentameter on page 2, which lacks detailed development. The appropriate terminology and organisation is coherent and fluent.

Contemporary drama – Educating Rita

The candidate has written a sustained response, with close analysis of text throughout. There is a clear grasp of Russell's use of metaphor for the 'passport', which would take the response into a Band 5, however the candidate misses the opportunity to be secure in Band 5 as the response lacks detailed textual reference. The paragraph on swearing is sustained but lacks development to make it perceptive and there is also a secure understanding of the colloquial language used by Rita, however the candidate needs to include more discussion on the character of Frank and how he contrasts with Rita to make this a secure Band 5.

QWC is appropriate to the band awarded