



**General Certificate of Education (A-level)
June 2012**

English Literature A

LTA1C

(Specification 2740)

Unit 1: Texts in Context

Option C: The Struggle for Identity in Modern Literature

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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The Assessment Objectives

- Assessment in English Literature is unlike that in most other subjects where Assessment Objectives can be assessed discretely.
- Experience of examining in this subject and research conducted into how candidates approach answering questions show that there is never an occasion where one can assess a single Assessment Objective discretely.
- Some Assessment Objectives, such as AO1 and AO2, are present in all questions on this paper.
- In this paper, some Assessment Objectives have different weightings in different questions.
- The specification and its units have been constructed and the questions have been framed so that the Assessment Objectives are targeted in the proportions set out in the specification and reprinted below.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)				Overall weighting of AOs (%)
	Unit 1		Unit 2		
AO1	12		12		24
AO2	18		14		32
AO3	12		10		22
AO4	18		4		22
Overall weighting of units (%)	60		40		100

Weighting of Assessment Objectives for this paper

The table below shows the Assessment Objectives tested by each question and the approximate numbers of marks available.

Assessment Objectives	Question Weightings (by mark)			
	Question 1		Questions 2-7	
AO1	3		15	
AO2	12		15	
AO3	3		15	
AO4	27			
Overall weighting of questions	45		45	

How to use the Grids and the marking scheme

- For each question in this unit, in addition to the Assessment Objectives common to all questions (AOs1 and 2), there is a **key Assessment Objective which should be used in the first stage of assessing the answer**. For Question 1, this is AO4; for all set text questions, this is AO3.
- Having placed the answer in a band of the grid, move on to verify this mark by considering the other relevant AO columns (AOs 1, 2 and 3 for Question1; AOs 1 and 2 for the set text questions).
- This is a skills-based mark scheme. The whole specification is designed to encourage the development of the **autonomous reader**. In the coursework, this is encouraged through teachers/candidates taking responsibility for **choice of text** and **construction of task**. In the examination, candidates are invited to answer questions which present **unprepared material** and require reference to **individualised wider reading** (like the context question here) and **open questions** which invite the candidate to **make their own selection of the poems they wish to write about** (as in the poetry set text question).

It is therefore the candidate who sets the agenda and chooses the relevant material with which to answer the question. The examiner will be judging **the appropriateness, the relevance and the accuracy of those choices**.

	Assessment Objective 1 (3 marks)	Assessment Objective 2 (12 marks)	Assessment Objective 3 (3 marks)	Assessment Objective 4 (27 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of literary texts b) make few uses of appropriate terminology or examples to support interpretations c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language b) assert some aspects with reference to how they shape meaning c) make limited references to texts.	Candidates characteristically: a) make few links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a limited way.	Candidates characteristically: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of literary texts b) make simple use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language b) describe some aspects with reference to how they shape meaning c) make related references to texts.	Candidates characteristically: a) make straightforward links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or historical period.

<p>Band 3 23-34</p>	<p>Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.</p>	<p>Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts b) explore how writers use specific aspects to shape meaning c) use specific references to texts to support their responses.</p>	<p>Candidates characteristically: a) explore links and connections between literary texts b) communicate understanding of the views expressed in different interpretations or readings</p>	<p>Candidates characteristically: a) communicate understanding of the relationships between literary texts and their contexts b) comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were - and are – received.</p>
<p>Band 4 35-45</p>	<p>Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts with confidence b) present relevant, well-informed responses, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.</p>	<p>Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts with insight b) confidently explore how writers use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to texts to support their responses.</p>	<p>Candidates characteristically: a) explore links and connections between literary texts with confidence b) communicate understanding of the views expressed in different interpretations or readings in a mature, sophisticated manner.</p>	<p>Candidates characteristically: a) communicate a mature understanding of the relationships between literary texts and their contexts b) comment in a sophisticated manner on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were - and are – received.</p>

CONTEXTUAL LINKING

01. Read the following extract carefully. It is taken from *Long Walk to Freedom* (published in 1994), the autobiography of Nelson Mandela who became South Africa's first post-apartheid President. Mandela had been imprisoned for over thirty years for his part in activities to bring about equal rights.

How does the writer present his thoughts and feelings about the struggle for identity?

How far is the extract similar to and different from your wider reading in the literature of the struggle for identity? You should consider the writers' choices of form, structure and language.

FOCUS Extract and wider reading in the literature of SFI, especially that pertaining to political struggle and human rights.

KEY WORDS Thoughts and feelings, similar to, different from, form, structure and language

INDICATIVE CONTENT

Analysis of extract

- Subject Matter: Mandela's reflection on the way his incarceration gave him the opportunity to consider freedom as an intellectual as well as physical state of being, thus broadening his perspective and allowing him to achieve a more philanthropic and holistic perspective; consideration of past, present and future; the dehumanizing effects of oppression and inequality on oppressed and oppressor; the desire to unify, heal and perfect society; empowering language that envisions the harmonious future and clearly delineates the need to continue the struggle.

- Form, structure and language: reflective as well as visionary; contemporary and historical references; use of the first person to convey a personal struggle as well as inclusive use of plural pronoun 'we' to convey a collective one; extended metaphor of journeys and roads to freedom; dynamic conclusion strongly suggestive of the continuation of the personal and collective struggle.

Candidate to find links in terms of both similarity and difference with wider reading:

- other writing about freedom and oppression in the literature of SFI (in prose, poetry and drama)
- other perspectives on collective struggle and the nature of oppression (from both male and female writers)
- other SFI personal testaments, diaries, memoirs and autobiographical writing
- other attempts to capture the dynamism of the struggle across different specific areas of oppression and denial of freedom.

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Option C: The Struggle for Identity in Modern Literature June 2012

	Assessment Objective 1 (3 marks)	Assessment Objective 2 (12 marks)	Assessment Objective 3 (3 marks)	Assessment Objective 4 (27 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the ways Mandela presents his thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of Mandela's autobiography c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in Mandela's autobiography b) assert some aspects with reference to how Mandela shapes meaning c) make limited references to Mandela's autobiography.	Candidates characteristically: a) make few links and connections between Mandela's autobiography and wider reading texts b) reflect the views expressed in other interpretations of SFI literature in a limited way.	Candidates characteristically: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or the modern era and ideas about SFI.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Mandela's autobiography b) make simple use of appropriate terminology or examples to support interpretations of the ways Mandela presents his thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Mandela's autobiography b) describe some aspects with reference to how Mandela shapes meaning c) make related references to Mandela's autobiography.	Candidates characteristically: a) make straightforward links and connections between Mandela's autobiography and wider reading texts b) reflect the views expressed in other interpretations of literature about SFI in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or the modern era and ideas about SFI.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Mandela's autobiography b) present relevant responses to the ways Mandela presents his thoughts and feelings, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in Mandela's autobiography b) explore how Mandela uses specific aspects to shape meaning c) use specific references to Mandela's autobiography to support their responses.	Candidates characteristically: a) explore links and connections between Mandela's autobiography and wider reading texts b) communicate understanding of the views expressed in different interpretations or readings of literature about SFI.	Candidates characteristically: a) communicate understanding of the relationships between Mandela's article, wider reading texts and the context of SFI. b) comment appropriately on context: the influence of culture, text type, literary genre or historical period on the ways in which literary texts about SFI were written and were -and are - received
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Mandela's autobiography with confidence b) present relevant, well-informed responses to the ways Mandela presents his thoughts and feelings, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Mandela's autobiography with insight b) confidently explore how Mandela uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Mandela's autobiography to support their responses.	Candidates characteristically: a) explore links and connections between Mandela's autobiography and wider reading texts with confidence b) communicate understanding of the views expressed in different interpretations or readings of literature about SFI in a mature, sophisticated manner.	Candidates characteristically: a) communicate a mature understanding of the relationships between Mandela's autobiography, wider reading texts and the context of SFI. b) comment in a sophisticated manner on context: the influence of culture, text type, literary genre or historical period on the ways in which literary texts about SFI were written and were - and are – received.

Section B

In your response to this section of the paper you should consider the form, structure and language of the poems you choose to write about, as well as their subject matter.

02. Angelou has said, “It’s the ways that you take that define who you are.”

To what extent is journeying an important theme in Angelou’s poetry?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole collection.

FOCUS Given view / two or three poems, whole text

KEYWORDS Journeying, an important theme, to what extent

INDICATIVE CONTENT

To produce a balanced debate, the candidate’s choice of poetry should include poems that **both** support the idea that Angelou’s poetry shows the importance of journeying **and** reveal contrasting aspects of her writing.

- Supporting poems **might** include ‘California Prodigal’, ‘The Traveler’, ‘Kin’ or ‘Call Letters: Mrs. V. B.’.
- A counter-argument **could** be provided by poems with no explicit references to journeying, such as ‘A Kind of Love, Some Say’, ‘Country Lover’, ‘Phenomenal Woman’ or ‘Bump D’Bump’.
- Candidates who read closely will **perhaps** evaluate the effects created by poems that celebrate where the persona is and celebrate achievement or express thanks for the moment in time such as ‘Refusal’, ‘Just for a Time’, ‘Momma Welfare Roll’ or ‘Thank You Lord’. Other themes that initially seem to counter the idea of journeying might centre on Angelou’s attitude to men but with careful handling this could be used to fuel an interesting argument for or against the given view. Poems that could be cited here might be ‘A Kind of Love, Some Say’ or ‘Men’.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Angelou's poetry b) make few uses of appropriate terminology or examples to support interpretations of the ways journeying is an important theme in Angelou's poetry c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Angelou's poetry b) assert some aspects with reference to how Angelou shapes meaning c) make limited references to Angelou's poetry.	Candidates characteristically: a) make few links and connections between Angelou's poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Angelou's poetry b) make simple use of appropriate terminology or examples to support interpretations of the ways journeying is an important theme in Angelou's poetry c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Angelou's poetry b) describe some aspects with reference to how Angelou shapes meaning c) make related references to Angelou's poetry.	Candidates characteristically: a) make straightforward links and connections between Angelou's poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry b) present relevant responses to the ways journeying is an important theme in Angelou's poetry, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Angelou's poetry b) explore how Angelou uses specific aspects to shape meaning c) use specific references to Angelou's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Angelou's poems b) communicate understanding of the given view c) consider different interpretations of Angelou's poetry d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry with confidence b) present relevant, well-informed responses to the ways journeying is an important theme in Angelou's poetry, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Angelou's poetry with insight b) confidently explore how Angelou uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Angelou's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Angelou's poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Angelou's poetry in a cogent manner d) construct an illuminating debate.

3. 'Woman Work' is one of Angelou's most popular poems.

How far do you feel that this poem would form an appropriate introduction to the collection, *And Still I Rise*?

FOCUS 'Woman Work' / whole text

KEYWORDS To what extent do you feel, appropriate introduction.

INDICATIVE CONTENT

- Analysis of 'Woman Work', featuring relevant comment on subject matter (eg presentation of traditional female domestic role and expectations predicated on ethnicity and gender) and style (eg contrast between first stanza and following four; use of rhyming couplets; evocative, naturalistic language; colloquial diction contrasted with more formal, eloquent metaphoric diction).
- Links to other poems show appropriateness as an introduction: poems with similar subject matter (eg, 'Phenomenal Woman', 'Lady Luncheon Club' or 'Still I Rise') or with similar style (eg 'Life Doesn't Frighten Me', 'Just Like Job' or 'Ain't That Bad?').
- Counter-arguments, based on those elements of Angelou's writing not present in 'Woman Work', are used to produce a balanced debate: eg poetry about loving relationships ('Remembrance', 'Where we Belong, a Duet' or 'Kin'), and poems that refer to men ('Men', 'Willie' or 'Kin').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Angelou's poetry b) make few uses of appropriate terminology or examples to support the idea of 'Woman Work' as an appropriate introduction c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Angelou's poetry b) assert some aspects with reference to how Angelou shapes meaning c) make limited references to Angelou's poetry.	Candidates characteristically: a) make few links and connections between 'Woman Work' and other Angelou poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Angelou's poetry b) make simple use of appropriate terminology or examples to support the idea of 'Woman Work' as an appropriate introduction c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Angelou's poetry b) describe some aspects with reference to how Angelou shapes meaning c) make related references to Angelou's poetry.	Candidates characteristically: a) make straightforward links and connections between 'Woman Work' and other Angelou poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry b) present relevant responses to the idea of 'Woman Work' as an appropriate introduction, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Angelou's poetry b) explore how Angelou uses specific aspects to shape meaning c) use specific references to Angelou's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Woman Work' and other Angelou poems b) communicate understanding of the given view c) consider different interpretations of Angelou's poetry d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry with confidence b) present relevant, well-informed responses to the idea of 'Woman Work' as an appropriate introduction, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Angelou's poetry with insight b) confidently explore how Angelou uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Angelou's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Woman Work' and other Angelou poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Angelou's poetry in a cogent manner d) construct an illuminating debate.

04. “Duffy mocks women even more than she mocks men.”

How far do you agree with this view?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole collection.

FOCUS Given view of the Duffy’s poetry / two or three poems, whole text

KEYWORDS Duffy mocks women more than men, how far do you agree

INDICATIVE CONTENT

- To produce a balanced debate, the candidate’s choice of poetry should include poems that **both** support the given view **and** show other important themes.
- Poems that support the given view **might** include ‘Mrs Faust’, ‘Delilah’, ‘The Kray Sisters’ or ‘Mrs Beast’.
- A counter-argument **could** be provided by poems in which men seem to be mocked more than women or where mockery does not feature, such as ‘Mrs Aesop’, ‘Mrs Darwin’, ‘Mrs Sisyphus’ or ‘Anne Hathaway’.
- Candidates who read closely will **perhaps** argue that love, balance, progression, sisterhood, humour and change for the better are more important elements than mockery (eg ‘Little Red Cap’, ‘Anne Hathaway’, ‘Demeter’ or ‘Elvis’s Twin Sister’).

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Duffy's poetry b) make few uses of appropriate terminology or examples to support the given view of the Duffy's poetry c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in the Duffy's poetry b) assert some aspects with reference to how Duffy shapes meaning c) make limited references to the Duffy's poetry	Candidates characteristically: a) make few links and connections between the Duffy's poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Duffy's poetry b) make simple use of appropriate terminology or examples to support the given view of Duffy's poetry c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Duffy's poetry b) describe some aspects with reference to how Duffy shapes meaning c) make related references to Duffy's poetry.	Candidates characteristically: a) make straightforward links and connections between Duffy's poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry b) present relevant responses to the given view of Duffy's poetry, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Duffy's poetry b) explore how Duffy uses specific aspects to shape meaning c) use specific references to the Duffy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Duffy's poems b) communicate understanding of the given view c) consider different interpretations of Duffy's poetry d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry with confidence b) present relevant, well-informed responses to the given view of Duffy's poetry, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Duffy's poetry with insight b) confidently explore how Duffy uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Duffy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Duffy's poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Duffy's poetry in a cogent manner d) construct an illuminating debate.

05. Remind yourself of the second poem in this collection, 'Thetis'.

To what extent do you feel that this poem forms an appropriate summary of the collection?

FOCUS 'Thetis' / whole text

KEYWORDS To what extent do you feel, of central importance.

INDICATIVE CONTENT

- Analysis of 'Thetis', featuring relevant comment on subject matter (eg Thetis' physical, mental and emotional transformations with ambiguous conclusion depicting birth or re-birth) and style (eg stanzaic form; rhyming couplets and internal rhyme; elemental, naturalistic diction; colloquial, witty and formal language).
- Links to other poems show appropriateness as a summary: poems with similar subject matter (eg, 'Mrs Tiresias', 'Pygmalion's Bride', 'Pope Joan' or 'Mrs Faust') or with similar style (eg 'Medusa' or 'Salome').
- Counter-arguments, based on those elements of Duffy's writing not present in 'Thetis', are used to produce a balanced debate: eg love poetry ('Anne Hathaway', 'Queen Herod', 'Queen Kong' or 'Demeter'), poems that are covertly critical of some female behaviours ('Circe') or overtly humorous ('Mrs Darwin' or 'Mrs Icarus' or 'Elvis's Twin Sister').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Duffy's poetry b) make few uses of appropriate terminology or examples to support the idea of 'Thetis' being of central importance to the collection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Duffy's poetry b) assert some aspects with reference to how Duffy shapes meaning c) make limited references to Duffy's poetry	Candidates characteristically: a) make few links and connections between 'Thetis' and other Duffy poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Duffy's poetry b) make simple use of appropriate terminology or examples to support the idea of 'Thetis' being of central importance to the collection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Duffy's poetry b) describe some aspects with reference to how Duffy shapes meaning c) make related references to Duffy's poetry.	Candidates characteristically: a) make straightforward links and connections between 'Thetis' and other Duffy poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry b) present relevant responses to the idea of 'Thetis' being of central importance to the collection, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language Duffy's poetry b) explore how Duffy uses specific aspects to shape meaning c) use specific references to the Duffy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Thetis' and other Duffy poems b) communicate understanding of the given view c) consider different interpretations of the Duffy's poetry d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the Duffy's poetry with confidence b) present relevant, well-informed responses to the idea of 'Thetis' being of central importance to the collection, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Duffy's poetry with insight b) confidently explore how Duffy uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Duffy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Thetis' and other Duffy poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Duffy's poetry in a cogent manner d) construct an illuminating debate.

06. A critic has described Sheers as “a poet who explores exactly what it feels like to be a man”.

How far do you agree with this claim?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole collection.

FOCUS Critic’s view of Sheers’ poetry / two or three poems, whole text

KEYWORDS A poet who explores exactly what it feels like to be a man, how far do you agree

INDICATIVE CONTENT

- To produce a balanced debate, the candidate’s choice of poetry should include **both** poems that support the critic’s view **and** poems that feature other aspects of Sheers’ writing.
- Poems in support of the critic **might** include those in which Sheers explores male actions, thoughts and feelings and relationships between males (eg ‘Border Country’, ‘Farther’, ‘Hedge School’, ‘Y Gaer’, ‘The Hill Fort’, or ‘The Wake’) **or** those in which he evaluates traditional male skills or roles and considers male responses to failed relationships (eg ‘Mametz Wood’, ‘The Steelworks’, ‘The Farrier’, ‘Stitch in Time’, ‘Service’, ‘Valentine’ or ‘Keyways’).
- A counter-argument **could** be provided by poems which consider female actions, thoughts and feelings and responses to nature and topography (eg ‘Trees’, ‘Swallows’, ‘On Going’ or ‘Amazon’).

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Sheers' poetry b) make few uses of appropriate terminology or examples to support interpretations of the idea that Sheers' poetry explores exactly what it feels like to be a man/the nature of masculinity c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Sheers' poetry b) assert some aspects with reference to how Sheers shapes meaning c) make limited references to Sheers' poetry.	Candidates characteristically: a) make few links and connections between Sheers' poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Sheers' poetry b) make simple use of appropriate terminology or examples to support interpretations of the idea that Sheers' poetry explores exactly what it feels like to be a man/the nature of masculinity c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Sheers' poetry b) describe some aspects with reference to how Sheers shapes meaning c) make related references to Sheers' poetry.	Candidates characteristically: a) make straightforward links and connections between Sheers' poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry b) present relevant responses to the idea that Sheers' poetry explores exactly what it feels like to be a man, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Sheers' poetry b) explore how Sheers uses specific aspects to shape meaning c) use specific references to Sheers' poetry to support their responses.	Candidates characteristically: a) explore links and connections between Sheers' poems b) communicate understanding of the given view c) consider different interpretations of Sheers' poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry with confidence b) present relevant, well-informed responses to the idea that Sheers' poetry explores exactly what it feels like to be a man/the nature of masculinity, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Sheers' poetry with insight b) confidently explore how Sheers uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Sheers' poetry to support their responses.	Candidates characteristically: a) explore links and connections between Sheers' poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Sheers' poetry in a cogent manner d) construct an illuminating debate.

07. Many readers agree that 'Song' is the purest love poem of the collection.

To what extent do you agree?

FOCUS 'Song' / whole text

KEYWORDS To what extent do you agree, the purest love poem of the collection.

INDICATIVE CONTENT

- Evaluation of 'Song', featuring relevant comment on subject matter (eg concern for and care of an individual demonstrated in images of imprisonment and freedom, suffering and release, cruelty and tenderness) and style (eg stanza form, powerful extended metaphors reliant on natural imagery, sensual language and ideas of metaphysics and transcendence).
- Links to other relevant poems: poems with similar subject matter and love poems (eg, 'Inheritance', 'Marking Time', 'Night Windows', 'Y Gaer', 'The Hill Fort' or 'Skirrid Fawr') or with similar style (eg 'The Wake' or 'Winter Swans').
- Counter-arguments, based on other poems which might be considered purer or more successful love poems, would depend on appropriate alternatives selected by the candidate; counter-arguments shaped by informed personal response.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Sheers' poetry b) make few uses of appropriate terminology or examples to support the idea of 'Song' as his purest love poem c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Sheers' poetry b) assert some aspects with reference to how Sheers shapes meaning c) make limited references to Sheers' poetry.	Candidates characteristically: a) make few links and connections between 'Song' and other Sheers poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Sheers' poetry b) make simple use of appropriate terminology or examples to support the idea of the idea of 'Song' as his purest love poem c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Sheers' poetry b) describe some aspects with reference to how Sheers shapes meaning c) make related references to Sheers' poetry.	Candidates characteristically: a) make straightforward links and connections between 'Song' and other Sheers poems b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry b) present relevant responses to the idea of 'Song' as his purest love poem, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Sheers' poetry b) explore how Sheers uses specific aspects to shape meaning c) use specific references to Sheers' poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Song' and other Sheers poems b) communicate understanding of the given view c) consider different interpretations of Sheers' poetry d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry with confidence b) present relevant, well-informed responses to the idea of 'Song' as his most purest love poem, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Sheers' poetry with insight b) confidently explore how Sheers uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Sheers' poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Song' and other Sheers poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Sheers' poetry in a cogent manner d) construct an illuminating debate.