

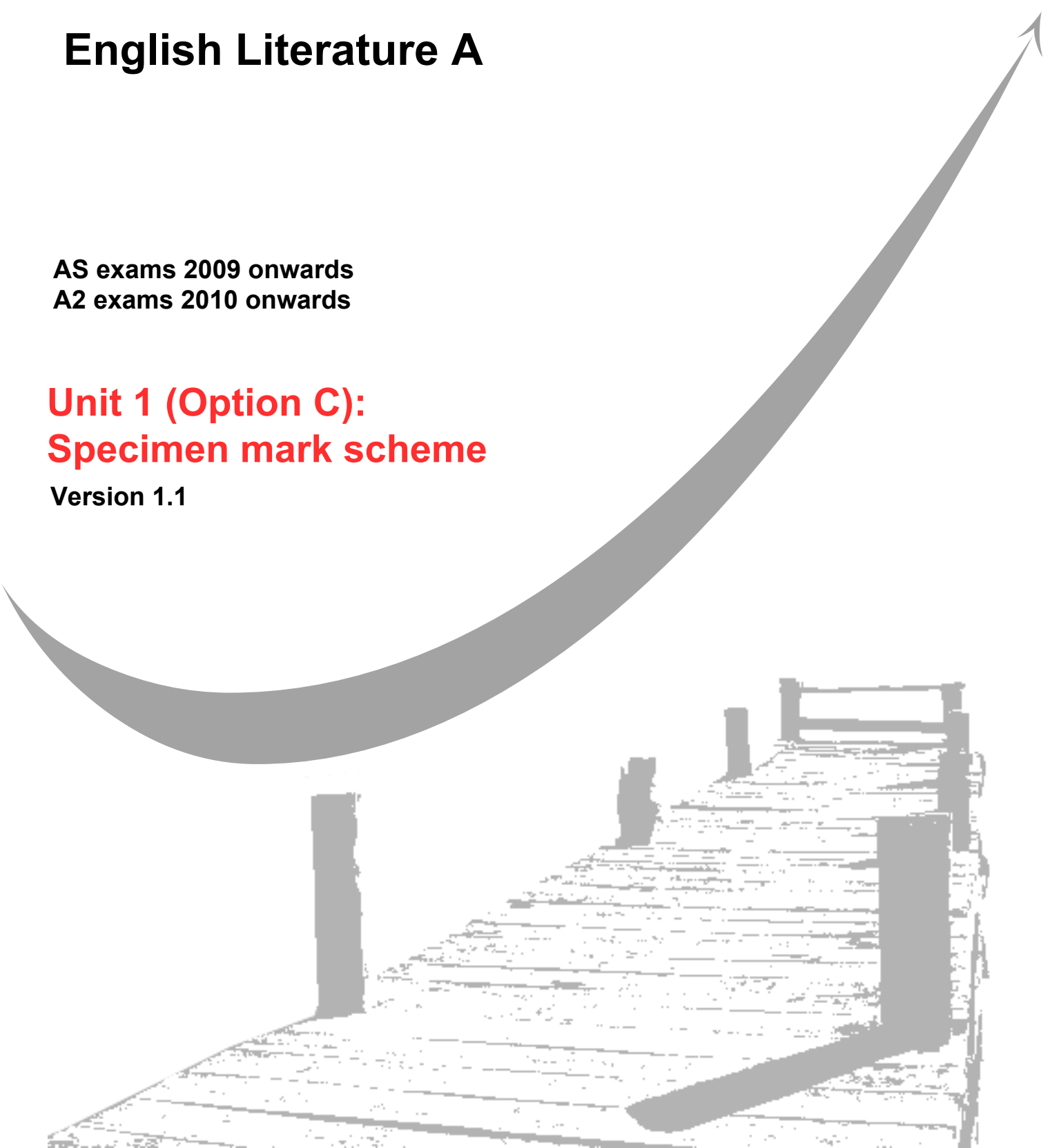
**GCE**  
**AS and A Level**

# **English Literature A**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1 (Option C): Specimen mark scheme**

**Version 1.1**





## **General Certificate of Education**

# **English Literature 2740**

## *Specification A*

**LTA1C      Texts in Context**  
**Option C:    The Struggle for**  
**Identity in Modern**  
**Literature**

# **Specimen 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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 approximate weighting of each of the Assessment Objectives in this paper.

Assessment Objectives	Question Weightings (%)	
	Question 1	Questions 2-7
AO1	6	6
AO2	9	9
AO3	4	<b>8</b>
AO4	<b>18</b>	
Overall weighting of units (%)	37	23

### 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 dominant 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 Question 1; AOs 1 and 2 for the set text questions).
- This is skills based mark scheme. This specification in English Literature 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 **individualized wider reading** (like the context question here) and **open questions** which invite candidates 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	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objective	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>	<b>AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</b>
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><b>Band 3</b> 23-34</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant knowledge and understanding of literary texts</li> <li>b) present relevant responses, using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing</li> <li>d) communicate content and meaning through expressive and accurate writing</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) identify relevant aspects of structure, form and language in literary texts</li> <li>b) explore how writers use specific aspects to shape meaning</li> <li>c) use specific references to texts to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore links and connections between literary texts</li> <li>b) communicate understanding of the views expressed in different interpretations or readings</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate understanding of the relationships between literary texts and their contexts</li> <li>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</li> </ul>
<p><b>Band 4</b> 35-45</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant knowledge and understanding of literary texts with confidence</li> <li>b) present relevant, well-informed responses, fluently using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing in a cogent manner</li> <li>d) communicate content and meaning through sophisticated and mature writing</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) identify relevant aspects of structure, form and language in literary texts with insight</li> <li>b) confidently explore how writers use specific aspects to shape meaning</li> <li>c) show a mastery of detail in their use of specific references to texts to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore links and connections between literary texts with confidence</li> <li>b) communicate understanding of the views expressed in different interpretations or readings in a mature, sophisticated manner.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate a mature understanding of the relationships between literary texts and their contexts</li> <li>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.</li> </ul>

**QUESTION 15: Martin Luther King extract.**

Consider the writer's thoughts and feelings about the struggle for identity and the ways in which he expresses them.

Compare this extract to your wider reading, saying how typical you think it is of literature about the struggle for identity. You should consider both subject matter and style.

**FOCUS:** Extract and all reading in literature about the Struggle for Identity (SFI)

**KEY WORDS:** Thoughts and feelings, ways expresses, compare, wider reading, how typical, subject matter, style

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>	<b>AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</b>
<b>Band 1 0-10</b>	Candidates characteristically: a) communicate limited knowledge and understanding of the ways King presents his thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of King's speech c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in King's speech b) assert some aspects with reference to how King shapes meaning c) make limited references to King's speech.	Candidates characteristically: a) make few links and connections between King's speech and wider reading texts b) reflect the views expressed in other interpretations of literature about SFI in a limited way.	Candidates characteristically: a) communicate limited understanding of "how typical" or context through descriptions of culture, text type, literary genre or the modern era and ideas about SFI.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of King's speech b) make simple use of appropriate terminology or examples to support interpretations of the ways King presents his thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in King's speech b) describe some aspects with reference to how King shapes meaning c) make related references to King's speech.	Candidates characteristically: a) make straightforward links and connections between King's speech 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 "how typical" and context through descriptions of culture, text type, literary genre or the modern era and ideas about SFI.

<p><b>Band 3</b> <b>23-34</b></p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant knowledge and understanding of King's speech</li> <li>b) present relevant responses to the ways King presents his thoughts and feelings, using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing</li> <li>d) communicate content and meaning through expressive and accurate writing</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) identify relevant aspects of structure, form and language in King's speech</li> <li>b) explore how King uses specific aspects to shape meaning</li> <li>c) use specific references to King's speech to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore links and connections between King's speech and wider reading texts</li> <li>b) communicate understanding of the views expressed in different interpretations or readings of literature about SFI.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate understanding of the relationships between King's speech, wider reading and the context of SFI.</li> <li>b) comment appropriately on "how typical", the influence of culture and ideas, text type, literary genre or the modern era on the ways in which literary texts about SFI were written and are - and are - received</li> </ul>
<p><b>Band 4</b> <b>35-45</b></p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant knowledge and understanding of King's speech with confidence</li> <li>b) present relevant, well-informed responses to the ways King presents his thoughts and feelings, fluently using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing in a cogent manner</li> <li>d) communicate content and meaning through sophisticated and mature writing</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) identify relevant aspects of structure, form and language in King's speech with insight</li> <li>b) confidently explore how King uses specific aspects to shape meaning</li> <li>c) show a mastery of detail in their use of specific references to King's speech to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore links and connections between King's speech and wider reading texts with confidence</li> <li>b) communicate understanding of the views expressed in different interpretations or readings of literature about SFI in a mature, sophisticated manner.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate a mature understanding of the relationships between King's speech, wider reading texts and the context of SFI.</li> <li>b) comment in a sophisticated manner on "how typical", the influence of culture and ideas, text type, literary genre or era on the ways in which literary texts about SFI were written and were - and are - received.</li> </ul>



**QUESTION 16: *And Still I Rise* – Maya Angelou**

How far do you agree that ‘Still I Rise’ is the key to the whole collection?

You should consider both subject matter and style.

**FOCUS:** given view, ‘Still I Rise’, whole text

**KEY WORDS:** how far you agree, key, whole collection, subject matter, style

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
<b>Band 1 0-10</b>	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 ‘Still I Rise’ as the key to the collection, 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 ‘Still I Rise’ and other Angelou poems b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	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 ‘Still I Rise’ as the key to the collection, 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 ‘Still I Rise’ and other Angelou poems b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou’s poetry b) present relevant responses to the idea of ‘Still I Rise’ as the key 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 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 ‘Still I Rise’ and other Angelou poems b) communicate understanding of the given view c) consider different interpretations of Angelou’s poetry d) construct a balanced debate.

<p><b>Band 4</b> <b>35-45</b></p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) communicate relevant knowledge and understanding of Angelou's poetry with confidence</li> <li>b) present relevant, well-informed responses to the idea of 'Still I Rise' as the key to the collection, fluently using appropriate terminology to support informed interpretations</li> <li>c) structure and organise their writing in a cogent manner</li> <li>d) communicate content and meaning through sophisticated and mature writing</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) identify relevant aspects of structure, form and language in Angelou's poetry with insight</li> <li>b) confidently explore how Angelou uses specific aspects to shape meaning</li> <li>c) show a mastery of detail in their use of specific references to Angelou's poetry to support their responses.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) explore links and connections between 'Still I Rise' and other Angelou poems with confidence</li> <li>b) communicate mature understanding of the given view</li> <li>c) consider different interpretations of Angelou's poetry in a cogent manner</li> <li>d) construct an illuminating debate.</li> </ul>
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**QUESTION 17: *And Still I Rise* –Maya Angelou**

The Black American writer James Baldwin assessed Angelou’s style and subject matter as “Black, bitter and beautiful, she speaks of our survival”.

How far do you agree that this view applies to *And Still I Rise*?

**FOCUS:** given view, whole text

**KEY WORDS:** How far do you agree, style and subject matter.

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
<b>Band 1 0-10</b>	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 Baldwin’s approach to 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.
<b>Band 2 11-22</b>	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 Baldwin’s approach to 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) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou’s poetry b) present relevant responses to Baldwin’s approach to 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 a balanced debate.

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<b>Band 4</b> <b>35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry with confidence b) present relevant, well-informed responses to Baldwin's approach to 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.
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**QUESTION 18: *The World's Wife* – Carol Ann Duffy**

Duffy published 'Mrs Midas' (page 11) several years before its inclusion in *The World's Wife*.

To what extent do you agree with the view that, in terms of subject matter and style, this poem is the key to the whole collection?

**FOCUS:** given view, whole text

**KEY WORDS:** to what extent, you agree, subject matter, style, key, whole collection

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
<b>Band 1 0-10</b>	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 'Mrs Midas' as the key 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 'Mrs Midas' and other Duffy poems b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	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 'Mrs Midas' as the key 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 'Mrs Midas' and other Duffy poems b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry b) present relevant responses to the idea of 'Mrs Midas' as the key 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 in Duffy's poetry b) explore how Duffy uses specific aspects to shape meaning c) use specific references to Duffy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Mrs Midas' and other Duffy poems b) communicate understanding of the given view c) consider different interpretations of Duffy's poetry d) construct a balanced debate.

<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry with confidence b) present relevant, well-informed responses to the idea of 'Mrs Midas' as the key 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 'Mrs Midas' 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.
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**QUESTION 19: *The World's Wife* – Carol Ann Duffy**

How far do you agree with the view that *The World's Wife* is “nothing but feminist propaganda”?

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

**FOCUS:** given view, whole text, two or three poems

**KEY WORDS:** how far you agree, in detail, range more widely

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objective	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
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 interpretations of the literary merits of Duffy's poetry 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 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 interpretations of Duffy's poetry as feminist propaganda 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) agree 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 feminist propaganda 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 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 a balanced debate.

<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Duffy's poetry with confidence b) present relevant, well-informed responses to the feminist propaganda 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.
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**QUESTION 20: *Skirrid Hill* – Owen Sheers**

How far do you agree with the view that ‘Mametz Wood’ (page 1) is the key to this collection?

You should consider both subject matter and style.

**FOCUS:** given view, ‘Mametz Wood’, whole text

**KEY WORDS:** how far, you agree, key, collection, subject matter, style

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
<b>Band 1 0-10</b>	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 ‘Mametz Wood’ as the key to the collection 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 ‘Mametz Wood’ and other Sheers’ poems b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	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 ‘Mametz Wood’ as the key to the collection 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 ‘Mametz Wood’ and other Sheers poems b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers’ poetry b) present relevant responses to the idea of ‘Mametz Wood’ as the key 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 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 ‘Mametz Wood’ and other Sheers poems b) communicate understanding of the given view c) consider different interpretations of Sheers’ poetry d) construct a balanced debate.

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<b>Band 4</b> <b>35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry with confidence b) present relevant, well-informed responses to the idea of 'Mametz Wood' as the key 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 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 'Mametz Wood' 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.
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**QUESTION 21: Skirrid Hill – Owen Sheers**

To what extent do you agree that in these poems Sheers explores lost identity?

You may use ‘The Singing Men’ (page 50) as a starting point if you wish.

**FOCUS:** ‘The Singing Men’, whole text

**KEY WORDS:** To what extent do you agree, Sheers explores lost identity

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objective</b>	<b>AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</b>	<b>AO2: Demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts</b>	<b>AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers</b>
<b>Band 1 0-10</b>	Candidates characteristically: a) communicate limited knowledge and understanding of Sheers’ poetry b) make few uses of appropriate terminology or examples to support interpretations of exploring lost identity 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.
<b>Band 2 11-22</b>	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 exploring lost identity 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) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers’ poetry b) present relevant responses to exploring lost identity, 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.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers’ poetry with confidence b) present relevant, well-informed responses to exploring lost identity, 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.