



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

English Literature 47102F

Unit 2 Poetry across time

F Tier

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.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses these terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

Assessment Objectives (AOs)

All specifications in English Literature must require candidates to demonstrate their ability to:

AO1

- respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations

AO2

- explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

AO3

- make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

AO4

- relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

	Unit 2: Poetry across time 35% Section A: 25% Section B: 10%
AO1	15% Section A: 10% Section B: 5%
AO2	10% Section A: 5% Section B: 5%
AO3	Section A: 10% (comparison) Section B: This section does not test AO3
AO4	This Unit does not test AO4

Mark Scheme Template: Section A

<p>Mark Band 6</p> <p>31-36 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • considered/qualified response to text • details linked to interpretation • appreciation/consideration of writers' uses of language and/or structure and/or form and effects on readers • thoughtful consideration of ideas/themes • developed comparison in terms of ideas/themes, with detail • developed comparison in terms of writers' uses of language and/or structure and/or form and effects on readers, with detail <p>Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5</p> <p>25-30 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • sustained response to elements of text • effective use of details to support interpretation • explanation of effect(s) of writer's uses of language and/or structure and/or form and effects on readers • appropriate comment on ideas/themes • sustained focus on similarities/differences in terms of ideas/themes, with detail • sustained focus on similarities/differences in terms of writers' uses of language and/or structure and/or form, with detail <p>Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4</p> <p>18-24 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • explained response to element(s) of text • details used to support a range of comments • identification of effect(s) of writer's choices of language and/or structure and/or form intended/achieved • awareness of ideas/themes • structured comments on similarities/differences in terms of ideas/themes, with detail • structured comments on similarities/differences in terms of choices of language and/or structure and/or form intended/achieved, with detail <p>Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3</p> <p>12-17 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • supported response to text • details used to support points/comments • awareness of writer making choice(s) of language and/or structure and/or form • generalisation(s) about ideas/themes • some comments comparing ideas/themes, with detail • some comments comparing writers' choices of language and/or structure and/or form, with detail <p>Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2</p> <p>6-11 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • some clear responses • range of details used • simple identification of method(s) • some range of explicit meanings given • simple linkage in terms of idea(s)/theme(s) • simple linkage in terms of writers' methods <p>Syntax and spelling are sufficiently clear to convey meaning.</p>
<p>Mark Band 1</p> <p>1-5 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • simple response(s) • familiarity with text/reference to some details • reference to writer's method(s) • simple comment on meaning(s) • linkage, perhaps implicit, re idea or theme • linkage, perhaps implicit, re method <p>Despite frequent lapses in syntax and spelling, meaning can be derived.</p>
<p>0 marks</p>	<p>Nothing worthy of credit</p>

1. Compare the ways that characters are presented in 'The Hunchback in the Park' and **one** other poem from 'Characters and Voices'.
Remember to compare:
- the characters in the poems
 - how the characters are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

AO1 the nature of the character in 'Hunchback'

- the ways that others behave towards the central character in 'Hunchback'
- the situation of the character in 'Hunchback'
- the character's thoughts in 'Hunchback'

AO2 the effects of nature imagery in 'Hunchback'

- the effects of repetition in 'Hunchback'
- the effects of punctuation in the last stanza of 'Hunchback'

AO3 some features of the poem chosen dealt with and compared to 'The Hunchback in the Park', such as:

- the nature and situation of the character in 'Clown Punk'
- the nature of the character in 'Give'
- the ways that others behave towards the central character in 'Clown Punk'
- the effects of imagery in 'Give'
- the effects of repetitions in 'checkin out me history'
- the effects of the last three lines of 'Neighbours'

- 2 Readers like some poems and dislike others. Compare your responses to 'checkin out me history' and **one** other poem from 'Characters and Voices', saying whether you like or dislike the poems, and why.

Remember to compare:

- the characters or ideas in the poems
- how the poems are written

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems, relevant to like or dislike:

- AO1 the attitude to history in 'checkin out'
the attitude to identity in 'checkin out'
the nature of the characters in 'checkin out'
the character's feelings in 'checkin out'
- AO2 the effects of Caribbean English in 'checkin out'
the effects of repetition of language and form in 'checkin out'
the changes in rhythm in 'checkin out'
the effects of the last two lines in 'checkin out'
- AO3 some features of the poem chosen relevant to like or dislike dealt with and compared to 'checkin out me history', such as:
the attitude to history in 'Ozymandias'
the responses to other people in 'Medusa'
the determination of the central character in 'Give'
the effects of Indian English in 'Singh Song'
the effects of the last two lines of 'Les Grands Seigneurs'
the effects of the change in form at the end of 'The River God'

3. Compare the places and how they are shown in 'A Vision' and **one** other poem from 'Place'.

Remember to compare:

- the places in the poems
- how the places are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the attitudes to the future place in 'A Vision'
the attitudes to planning in 'A Vision'
the attitudes to nature in 'A Vision'
- AO2 the effect of punctuation in the first line of 'A Vision'
the effects of imagery about games in 'A Vision'
the effects of diction in the last line of 'A Vision'
- AO3 some features of the poem chosen dealt with and compared to 'Flag', such as:
the attitudes to man's view of place in 'The Moment'
the attitudes to appearance and reality in 'Price We Pay for the Sun'
the difference between appearance and reality in 'Neighbours'
the power of nature rather than man in 'Storm in the Black Forest'
the reversal in the last line of 'The Moment'
the direct statement in 'Storm in the Black Forest'

- 4 Compare the ways that feelings about nature are shown in 'Price We Pay for the Sun' and **one** other poem from 'Place'.

Remember to compare:

- what the feelings about nature are in the poems
- how the feelings are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the feelings about the dangers of nature in 'Price We Pay'
the difference between appearance and reality in 'Price We Pay'
different people's relationship with nature in 'Price We Pay'
- AO2 the effects of nature imagery in 'Price We Pay'
the effects of short lines in 'Price We Pay'
the effects of form and structure in the last three lines of 'Price We Pay'
- AO3 some features of the poem chosen dealt with and compared to 'Price We Pay for the Sun',
such as:
the adverse effects of nature on man in 'The Prelude'
the feelings about the effect of nature on man in 'The Moment'
the difference between appearance and reality in 'Neighbours'
the effects of imagery in 'The Prelude'
the effects of short lines in 'The Wild Swans at Coole'
the effects of the last three lines of 'Neighbours'

- 5 Compare how war is shown in 'The Charge of the Light Brigade' and **one** other poem from 'Conflict'.

Remember to compare:

- the war in the poems
- how war is presented in the poems.

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the bravery of the soldiers in 'Light Brigade'
the dangers and death in 'Light Brigade'
the attitudes of others to the soldiers in 'Light Brigade'
the ideas about glory and honour in 'Light Brigade'
- AO2 the effects of repetitions in 'Light Brigade'
the effects of rhythm in 'Light Brigade'
the effects of violent verbs in 'Light Brigade'
- AO3 some features of the poem chosen dealt with and compared to 'Light Brigade', such as:
the attitudes to war in 'Flag'
the attitudes to war in 'Futility'
the dangers of war in 'Bayonet Charge'
the attitude to death in 'Falling Leaves'
the tone of 'Falling Leaves'
the effect of half rhyme in 'Futility'
the effects of active verbs in 'Bayonet Charge'

6. Compare how attitudes to conflict are shown in 'Flag' and **one** other poem from 'Conflict'.

Remember to compare:

- the attitudes in the poems
- how the attitudes are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the attitudes to nationalism in 'Flag'
the power of nationalism in 'Flag'
- the attitudes to violence and death in 'Flag'
- the attitudes to morality in 'Flag'
- the realities of war shown in 'Flag'
- AO2 the ways that repetition of form is used in 'Flag'
the ways that question and answer are used in 'Flag'
- the effects of the changes in the last stanza of 'Flag'
- AO3 some features of the poem chosen dealt with and compared to 'Flag', such as:
the attitudes to country in 'Light Brigade' and 'next to of course god America'
- the attitudes to country in 'At the Border'
- the attitudes to violence and death in 'Futility'
- the effects of repetition of form in 'Light Brigade'
- the language of 'Futility'
- the tone of 'Falling Leaves'

7. Compare how feelings towards another person are presented in 'In Paris with You' and **one** other poem from 'Relationships'.

Remember to compare:

- what the feelings in the poems are
- how the feelings are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the feelings of growing attraction for the other person in the room in 'In Paris'
the feelings of anger and hurt about the previous lover in 'In Paris'

the importance of the place in 'In Paris'

the physical attraction in the last stanza of 'In Paris'
- AO2 the ways that repetition is used in 'In Paris'
the effects of the short lines in 'In Paris'

the change in diction creating change in tone in 'In Paris'

the effect of rhyme in the last stanza of 'In Paris'
- AO3 some features of the poem chosen dealt with and compared to 'In Paris', such as:
the feelings about the other person in 'Hour'

the type of love in 'The Farmer's Bride'

the physical attraction in 'To His Coy Mistress'

the effects of rhyme at the end of 'To His Coy Mistress'

the language of the speaker in 'How Do I Love thee?'

the ways the writer shows conflict between people in 'Quickdraw'

8. Compare how family relationships are shown in 'Nettles' and **one** other poem from 'Relationships'.

Remember to compare:

- what the relationships in the poems are
- how the relationships are presented

(36 marks)

Indicative content

Answers are likely to deal with some of the following features of the poems:

- AO1 the feelings of pity and care for the son in 'Nettles'
the anger created in the parent in 'Nettles'
the fear of the future felt by the parent in 'Nettles'
- AO2 the ways that extended metaphor is developed in 'Nettles'
the effects of the opening and closing lines in 'Nettles'
the effect of rhyme in the last lines of 'Nettles'
- AO3 some features of the poem chosen dealt with and compared to 'Nettles', such as:
the emotions felt by the sister in 'Sister Maude'
the qualities shown by the mother in 'Praise Song for my Mother'
the qualities shown by the father in 'Harmonium'
the attitude to the child in 'Born Yesterday'
the metaphors used to describe the mother in 'Praise Song for my Mother'
the effect of rhyme at the end of 'Born Yesterday'

Mark Template Section B:

<p>Mark Band 6 16-18 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • considered/qualified response to text • details linked to interpretation • appreciation/consideration of writer's uses of language and/or structure and/or form and effects on readers • thoughtful consideration of ideas/themes <p>Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 5 13-15 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • sustained response to elements of text • effective use of details to support interpretation • explanation of effect(s) of writer's uses of language and/or structure and/or form and effects on readers • appropriate comment on ideas/themes <p>Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>
<p>Mark Band 4 10-12 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • explained response to element(s) of text • details used to support a range of comments • identification of effect(s) of writer's choices of language and/or structure and/or form intended/achieved • awareness of ideas/themes <p>Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>
<p>Mark Band 3 7-9 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • supported response to text • details used to support points/comments • awareness of writer making choice(s) of language and/or structure and/or form • generalisation(s) about ideas/themes <p>Despite lapses, information is presented in a way which is usually clear. Syntax and spelling have some degree of accuracy, although there are likely to be frequent errors.</p>
<p>Mark Band 2 4-6 marks</p>	<p>In response to the task, candidates demonstrate:</p> <ul style="list-style-type: none"> • some clear responses • range of details used • simple identification of method(s) • some range of explicit meanings given <p>Syntax and spelling are sufficiently clear to convey meaning</p>
<p>Mark Band 1 1-3 marks</p>	<p>Candidates demonstrate:</p> <ul style="list-style-type: none"> • simple response(s) • familiarity with text/reference to some details • reference to writer's method(s) • simple comment on meaning(s) <p>Despite frequent lapses in syntax and spelling, meaning can be derived.</p>
<p>0 marks</p>	<p>Nothing worthy of credit</p>

9. (a) What do you think the speaker feels about his mother in this poem?
- and**
- (b) How does the poet present his feelings about his mother by the ways he describes her?

(18 marks)

Indicative content

Answers might include:

AO1 admiration of her attitude to the dive ('like Johnny Weissmuller', 'just shrugged off')
admiration of her physical agility ('making new shapes', 'like a dolphin')
aware of her competitive nature: ('taunted my mother')
concern or fear for her ('I had no idea ...')
excitement ('the charged air')
feeling that she will continue to surprise him/that he will see her differently ('that will keep me off balance')

AO2 use of imagery:
simile – 'like a tongue' to suggest the board speaking to her
'like stones' to suggest shape, impact
'like Johnny Weissmuller' to suggest heroism
'like a dolphin' to suggest fluency, grace

metaphor – 'a guillemot' to suggest both bird-like in flight and in water
'waves' – both literal and suggesting ongoing change

use of line endings – 'balanced above' to convey the moment of balance
'A short run' to convey the pause before take-off/the tension/the leap
'twisting' – enjambment to suggest the action

'off balance' as last words to contrast boy with mother

Candidates might additionally refer to, for example:
imagery in 'Quickdraw', 'Les Grands Seigneurs', 'Ghazal', or other poems
line endings in 'Cold Knap Lake', 'Born Yesterday' or other poems
endings of 'My Last Duchess', 'The Moment', 'Praise Song for my Mother', or other poems
other sonnets, such as 'Hour', Shakespeare sonnet, 'Quickdraw'