



**General Certificate of Secondary Education**

**English Literature 47102H**

**Unit 2 Poetry across time**

**H 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 during standardisation and is the scheme which was used by them in this examination. Standardisation 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 standardisation, examiners encounter unusual answers which have not been discussed 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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*Dr Michael Cresswell Director General*

## 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

|            |   |
|------------|---|
|            | <b>Unit 2:</b><br><b>Poetry across time 35%</b><br><b>Section A: 25%</b><br><b>Section B: 10%</b> |
| <b>AO1</b> | 15%<br>Section A: 10%<br>Section B: 5%  |
| <b>AO2</b> | 10%<br>Section A: 5%<br>Section B: 5%   |
| <b>AO3</b> | Section A: 10% (comparison)<br>Section B: This section does not test AO3                          |
| <b>AO4</b> | This Unit does not test AO4   |

### Mark Scheme Template: Section A

|                                       |  |
|---------------------------------------|--|
| <p>Mark Band 6</p> <p>31-36 marks</p> | <p><b>In response to the task, candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• insightful exploratory response to text</li> <li>• close analysis of detail to support interpretation</li> <li>• evaluation of writers' uses of language and/or structure and/or form and effects on readers</li> <li>• convincing/imaginative interpretation of ideas/themes</li> <li>• evaluative comparison of ideas and/or meanings and/or techniques</li> <li>• evaluative selection of a range of telling detail integrated into comparison</li> </ul> <p>Information is presented clearly and accurately. Writing is fluent and focused. Syntax and spelling are used with a high degree of accuracy.</p> |
| <p>Mark Band 5</p> <p>25-30 marks</p> | <p><b>In response to the task, candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• exploratory response to texts</li> <li>• analytical use of detail to support interpretation</li> <li>• analysis of writers' uses of language and/or structure and/or form and effects on readers</li> <li>• exploration of ideas/themes</li> <li>• analytical comparison of ideas and/or meanings and/or techniques</li> <li>• selection of a range of telling details as the basis for comparison</li> </ul> <p>Structure and style are used effectively to render meaning clear. Syntax and spelling are used with a high degree of accuracy.</p>  |
| <p>Mark Band 4</p> <p>18-24 marks</p> | <p><b>In response to the task, candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• considered/qualified response to text</li> <li>• details linked to interpretation</li> <li>• appreciation/consideration of writers' uses of language and/or structure and/or form and effects on readers</li> <li>• thoughtful consideration of ideas/themes</li> <li>• developed comparison of ideas and/or meanings and/or techniques</li> <li>• thoughtful selection and consideration of material for comparison</li> </ul> <p>Information is presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>  |
| <p>Mark Band 3</p> <p>12-17 marks</p> | <p><b>In response to the task, candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• sustained response to elements of text</li> <li>• effective use of details to support interpretation</li> <li>• explanation of effect(s) of writers' uses of language and/or structure and/or form and effects on readers</li> <li>• appropriate comment on ideas/themes</li> <li>• sustained focus on similarities/differences in ideas and/or meanings and/or techniques</li> <li>• selection of material for a range of comparisons</li> </ul> <p>Information is usually presented in a way which assists with communication of meaning. Syntax and spelling are generally accurate.</p>                      |
| <p>Mark Band 2</p> <p>6-11 marks</p>  | <p><b>In response to the task, candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• explained response to element(s) of text</li> <li>• details used to support a range of comments</li> <li>• identification of effect(s) of writer's choices of language and/or structure and/or form intended/achieved</li> <li>• awareness of feelings/attitudes/meanings</li> <li>• structured comments on similarities/differences in ideas and/or meanings and/or techniques</li> <li>• selection of material to support structured comparative comment</li> </ul> <p>Information is presented in a way which is generally clear. Syntax and spelling have some degree of accuracy.</p>                       |
| <p>Mark Band 1</p>                    | <p>Candidates demonstrate:</p> <ul style="list-style-type: none"> <li>• supported response to text</li> </ul>  |

|           |   |
|-----------|---|
| 1-5 marks | <ul style="list-style-type: none"> <li>• details used to support points/comments</li> <li>• awareness of writer making choice(s) of language and/or structure and/or form</li> <li>• generalisation(s) about ideas/themes</li> <li>• some comments comparing ideas and/or meanings and/or techniques</li> <li>• selection of some details for comparison</li> </ul> <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> |
| 0 marks   | Nothing worthy of credit  |

1. Compare how a character's voice is created in 'The River God' and one other poem from 'Characters and Voices'

(36 marks)

**Indicative content**

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

- AO1 the attitude to death in 'The River God'  
the feelings of enjoyment in 'The River God'  
the attitude to the woman in 'The River God'
- AO2 the ways that rhythm and rhyme are used to establish character in 'The River God'  
the ways that exclamations are used in 'The River God'  
the threatening effect of the last line of 'The River God'  
the effects of single isolated words at the beginning of lines in 'The River God'
- AO3 some features of the poem chosen dealt with and compared to 'The River God', such as:  
the attitude to death in 'My Last Duchess' and 'Medusa'  
the feelings of power in 'My Last Duchess'  
the attitude to the Duchess in 'My Last Duchess'  
the ways that verse is used to establish character in 'My Last Duchess'  
the threatening effect of the last line of 'Medusa'

2. Compare how a character is presented in 'Medusa' and one other poem from 'Characters and Voices'

(36 marks)

**Indicative content**

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

- AO1    the power of the character in 'Medusa'  
          the feelings of bitterness in 'Medusa'  
          the attitude to men in 'Medusa'  
          the attitude to death in 'Medusa'
- AO2    the ways that imagery is used in 'Medusa'  
          the effects of repetition in 'Medusa'  
          the threatening effect of the last line of 'Medusa'  
          the effects of questions in 'Medusa'
- AO3    some features of the poem chosen dealt with and compared to 'The River God', such as:  
          the attitude to death in 'My Last Duchess' and 'The River God'  
          the feelings of power in 'My Last Duchess'  
          the attitude to the Duchess in 'My Last Duchess'  
          the effects of repetitions in 'The River God'  
          the threatening effect of the last line of 'The River God'



3. Compare how the relationship between man and nature is shown in 'Below the Green Corrie' and one other poem from 'Place'.

(36 marks)

**Indicative content**

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

- AO1 the way that the speaker is threatened by nature in 'Below the Green Corrie'  
the way that the speaker feels enriched by nature in 'Below the Green Corrie'  
the nature of the experience in 'Below the Green Corrie'
- AO2 the ways that bandit imagery is used in 'Below the Green Corrie'  
the way that the poem is structured around a central statement in 'Below the Green Corrie'  
the effects of the isolated last four words in 'Below the Green Corrie'  
the effect of repetition in 'Below the Green Corrie'
- AO3 some features of the poem chosen dealt with and compared to 'Hour', such as:  
the way that the speaker is threatened by nature in 'The Prelude'  
the way that the speaker feels enriched by nature in 'The Prelude'  
the nature of the experience in 'Crossing the Loch'  
the effects of the personification of the mountains in 'The Prelude'  
the effects of personification in 'The Moment'  
the effect of the opening in 'Spellbound'  
the feelings and the use of natural imagery in 'Honeymoon Flight'

4. Readers like some poems and dislike others. Write about whether you like or dislike 'Cold Knap Lake' and compare your response to one other poem you either like or dislike from 'Place'. Remember to write about 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/dislike:

- AO1 the ideas about memory in 'Cold Knap Lake'  
the ideas about heroism in 'Cold Knap Lake'  
the feelings of admiration in 'Cold Knap Lake'
- AO2 the effects of punctuation in 'Cold Knap Lake'  
the effects of the change in the poem's tone at 'Was I there?'  
the effects of the rhyming couplet at the end of 'Cold Knap Lake'  
the effect of the swan metaphor in 'Cold Knap Lake'
- AO3 some features of the poem chosen dealt with and compared to 'Cold Knap Lake', such as:  
the ideas about time and memory in 'The Wild Swans'  
the ideas about past and present in 'The Blackbird of Glanmore'  
the admiration of nature in 'Storm in the Black Forest'  
the change in tone in the extract from 'The Prelude'  
the effects of the change in form at the end of 'Neighbours'  
the use of swans in 'The Wild Swans'

5. Compare how the results of war are shown in 'Futility' and one other poem from 'Conflict'.

(36 marks)

**Indicative content**

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

- AO1 the nature of the death in 'Futility'  
the feelings expressed about the death in 'Futility'  
the attitude to war in 'Futility'
- AO2 the ways that half rhyme is used in 'Futility'  
the ways that assonance is used in 'Futility'  
the effects of the punctuation in the second stanza of 'Futility'  
the effect of the personification of the sun in 'Futility'
- AO3 some features of the poem chosen dealt with and compared to 'Futility', such as:  
the feelings about the deaths in 'The Falling Leaves'  
the results of death in war in 'Mametz Wood'  
the attitude to war in 'Flag'  
the tone used to convey the results of conflict in 'Bayonet Charge'  
the natural imagery in 'The Falling Leaves'  
the rhythm and rhyme in 'The Charge of the Light Brigade'

6. Compare how attitudes to conflict are shown in 'The Charge of the Light Brigade' and **one** other poem from 'Conflict'.

(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'

7. Compare how feelings towards another person are presented in 'Hour' and **one** other poem from 'Relationships'. (36 marks)

**Indicative content**

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

- AO1 the ideas about time in the title and the poem 'Hour'  
the ideas about money and wealth in 'Hour'  
the romantic items in 'Hour', such as flowers, wine, candles  
the ways the lovers feel about each other in 'Hour'
- AO2 the ways that time and money imagery are used in 'Hour'  
the ways that light and light imagery are used in 'Hour'  
the effects of repetition in the ending of 'Hour'  
the effect of rhyme and half rhyme in 'Hour'
- AO3 some features of the poem chosen dealt with and compared to 'Hour', such as:  
the feelings about the two other people in 'In Paris with You'  
the type of love in 'The Farmer's Bride'  
the effects of rhyme at the end of 'To His Coy Mistress'  
the imagery in 'The Manhunt'  
the feelings and the use of natural imagery in 'Honeymoon Flight'

8. Compare how poets use language to present feelings in 'Quickdraw' and one other poem from 'Relationships' (36 marks)

**Indicative content**

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

- AO1 the feelings of aggression in 'Quickdraw'  
the feelings of desperation in 'Quickdraw'  
the dependence on another person in 'Quickdraw'  
the nature of love in 'Quickdraw'
- AO2 the ways that Western imagery is used in 'Quickdraw' the effects of repetition in the ending  
the effect of repetition at the end of 'Quickdraw'  
the effect of line breaks in 'Quickdraw'  
the playful use of words in 'Quickdraw'
- AO3 some features of the poem chosen dealt with and compared to 'Quickdraw', such as:  
the feelings of aggression in 'Sister Maude'  
the dependence on another person in 'Hour'  
the nature of love in 'Ghazal'  
the romantic language in 'Hour'  
the clever use of words in 'The Manhunt'  
the effects of the repetitions at the end of 'The Farmer's Bride'

### Mark Scheme Template: Section B:

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

9. What do you think the poet is saying about the ways that some students approach poetry, and how it should be approached? How does he present his ideas?

(18 marks)

**Indicative content**

Answers might include:

AO1 students should:

look for what the poem looks like ('hold it up to the light')

listen to what it sounds like ('press an ear against its hive')

look for illuminating, maybe 'key' ideas ('feel the walls for a light switch')

look at the poem as a whole, with the writer as marginal context (stanza 4)

students do:

kill it/murder it with an aggressive, exhaustive, tortuous process (stanzas 5 and 6)

want to find a single answer ('what it really means')

AO2 use of imagery:

simile – 'like a 'color slide' to suggest the visual aspects of the poem

metaphor – 'a mouse' to suggest working on detail, smaller to larger

'hive' to suggest the ways sound works in the poem

poem as 'room' to be illuminated

'waterski' to suggest a skim over the surface

'shore' to suggest marginality

torture imagery ('tie .. to a chair with rope', beating .. with a hose') to suggest torturous process

comparisons being established in one line, used in the next

change in nature of imagery at beginning of stanza 5, indicated by 'But'

effect of 'what it really means' as last line

Candidates might additionally refer to their own experience of studying poems