AQA

A S S E S S M E N T **and**
Q U A L I F I C A T I O N S
A L L I A N C E

General Certificate of Education

English Literature 1741
Specification A

LTA1C   **Texts in Context**

Option C: The Struggle for

Identity in Modern

Literature

Mark Scheme

2010 examination – January series

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.

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 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	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 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 communicate some basic understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 3 23-34	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.	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.	Candidates characteristically: a) explore links and connections between literary texts b) communicate understanding of the views expressed in different interpretations or readings	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.

Band 4 35-45	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.	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.	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.	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.

Question 1. Read the following extract carefully. It is taken from a speech entitled *A Woman's Civil Right* given by the feminist author Betty Friedan in 1969 at a conference in the USA. Six years earlier Friedan had shocked America when she published *The Feminine Mystique,* which launched the modern women's movement.

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

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

FOCUS Extract and all reading in modern Literature about the Struggle for Identity (SFI)

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

INDICATIVE CONTENT:

Analysis of extract:

- **Subject Matter:** complex inter-relationship of male and female enfranchisement
- activity versus passivity with the benefits to be accrued for both genders
- escaping the strictures of gender stereotypes as perceived by speaker in 1960's social context
- acknowledgement of the pressures and frictions such stereotypes can produce
- defining the concept of a sexual revolution
- invocation of the co-operation between the genders as powerful means of change for society and empowering self-determination
- ambivalent use of personal pronoun 'we' throughout
- rallying call for cohesion to bring about a new definition of empowering love.

- **Form, structure and language**: rhetorical features; persuasive and very rich choice of vocabulary and varied syntax; richly metaphorical structures; hyperbole, litotes, irony et cetera; interesting use of personal pronouns 'I' and 'we' throughout; biblical/religious phrasing, cadences and imagery; strongly media-referenced choices of vocabulary; stirring polemical features; the language of excoriating social critique juxtaposed with visionary language and imagery.

- **Similarities and differences**: candidates to find links both in terms of similarity and difference with wider reading:
    - other writing about social issues (in prose, poetry and drama)
    - other views of gender equality, passivity, moral censure and repression
    - other descriptions of sexual and social revolution, family liberation and social engineering
    - other attitudes to love, self-fulfilment and enfranchisement
    - other speeches, scripts, persuasive writing/powerful opinions

	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 Friedan presents her thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of Friedan speech c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in Friedan's speech b) assert some aspects with reference to how Friedan shapes meaning c) make limited references to Friedan's speech.	Candidates characteristically: a) make few links and connections between Friedan's speech and wider reading texts b) reflect the views expressed in other interpretations of SFI in a limited way.	Candidates characteristically 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 Friedan's speech b) make simple use of appropriate terminology or examples to support interpretations of the ways Friedan presents her thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Friedan's speech b) describe some aspects with reference to how Friedan shapes meaning c) make related references to Friedan's speech.	Candidates characteristically: a) make straightforward links and connections between Friedan's speech and wider reading texts b) reflect the views expressed in other interpretations of literature about SFI in a basic way.	Candidates characteristically 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 Friedan's speech b) present relevant responses to the ways Friedan presents her 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 Friedan's speech b) explore how Friedan uses specific aspects to shape meaning c) use specific references to Friedan's speech to support their responses.	Candidates characteristically: a) explore links and connections between Friedan's speech 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 Friedan's speech, wider reading texts and the context of SFI. b) comment appropriately on context: the influence of culture, text type, literary genre or the modern era 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 Friedan's speech with confidence b) present relevant, well-informed responses to the ways Friedan presents her 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 form, structure and language in Friedan's speech with insight b) confidently explore how Friedan uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Friedan's speech to support their responses.	Candidates characteristically: a) explore links and connections between Friedan's speech 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 Friedan's speech, wider reading texts and the context of SFI. b) comment in a sophisticated manner on context: 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 were - and are – received.

Question 2: *And Still I Rise* - Maya Angelou

"Good poetry goes straight to the heart."

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

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

FOCUS   given view, whole text, two or three poems, whole collection

KEYWORDS how far do you agree, straight to the heart

INDICATIVE CONTENT

Exploration of given view by surveying selection.

Subject Matter: range of possible poems in the collection that could be used to support the given views and other views. The view implies that successful poetry can affect the heart directly by its content and technique, perhaps raising discussion either of emotivity or succinctness or both. Power to connect and move, mobilize support for or reaction to affecting issues (race, gender, class, identity etc.) are also possible areas of exploration.

- Supporting poems **might** include any from the prescribed sections of the collection
- A counter-argument **could** support an alternative line but could be self-limiting although candidates could make a strong personal argument as long as Angelou's motivation and intent were also centralized.
- Candidates who read closely will **perhaps** explore the ways in which Angelou's techniques encompass the emotive, celebratory, incantatory, rhythmic and abrasive. Poems that explore key moments in a journey of self-discovery will be particularly rewarding such as 'My Arkansas', 'The Lesson', 'Through the Inner city to the Suburbs', 'The Singer Will Not Sing', 'Willie', 'To Beat The Child Was Bad Enough', 'One More Round' although powerful arguments can be made for almost any of the poems in Parts 1, 2, and 3. The ways Angelou uses language, point of view, form etc. will be crucial to her poems' ability to move and affect readers.

	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 given view as seen in Angelou's poetry c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure 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 / disagreement 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 given view as seen in Angelou's poetry c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure 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 given view as seen 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 form, structure 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 given view as seen 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 form, structure 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.

Question 3: *And Still I Rise* **– Maya Angelou**

How far do you agree that the poem 'Still I Rise' is of central importance to the collection?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS given view, 'Still I Rise', collection

KEYWORDS how far you agree, central importance to the collection

INDICATIVE CONTENT: Analysis of named poem and linked poems where appropriate.

To produce a balanced debate, the candidate's choice of poems should allow for exploration of the ways in which Angelou expresses her individuality at the same time as identifying with broader concepts and definitions of family, history, gender, race, and class in the poem 'Still I Rise'.

Links to other poems will show degree of argument/disagreement with idea of centrality to collection's themes and ideas. A full range of techniques, encompassing the humorous, mocking/taunting, ironic, shocking, celebratory, combative, incantatory, polemical and sardonic can be found.

- Supporting poems **might** include 'Phenomenal Women', 'Life Doesn't Frighten Me', 'Women Work'.
- A counter-argument, based on elements of Angelou's writing not found in named poem **could** be found in readings of poems such as 'To Beat the Child Was Bad Enough' and 'The Traveler'.
- Candidates who read closely will **perhaps** explore the ways in which Angelou uses language, point of view, historical events, emotive choices of diction in some poems such as 'One More Round' or 'The Memory'.

	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 'Still I Rise' as central to the collection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure 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 / disagreement 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 'Still I Rise' as central to the collection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure 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) simply agree / disagree with the given view.
Band 3 23-3	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry b) present relevant responses to the idea of 'Still I rise' as central 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 form, structure 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 an increasingly balanced debate.

	Candidates characteristically: a) communicate relevant knowledge and understanding of Angelou's poetry with confidence b) present relevant, well-informed responses to the idea of 'Still I Rise' as central' as central 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 form, structure 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 'Still I Rise' 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.
Band 4 **35-45**			

Question 4: *The World's Wife* **– Carol Ann Duffy**

4. It has been said that *The World's Wife* is witty, uncomfortable yet liberating.

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 across the collection as a whole.

FOCUS   given view, two or three poems, whole collection.

KEYWORDS witty, uncomfortable yet liberating, how far you agree, this view

INDICATIVE CONTENT
Exploration of the given view by surveying selection. To produce a balanced debate, the candidate's choice of poetry should include poems that support the idea that Duffy's poems are capable of provoking negative as well as positive reactions in her readers.

- Poems which **might** offer support are numerous. In addressing the 'liberating' adjective candidates might offer strong personal and/or philosophical arguments, well-supported with textual references drawn from almost anywhere in the collection.
- A counter-argument **could** be provided with recourse to elements in poems which could alienate or oppress certain readers.
- Candidates who read closely will **perhaps** discuss how a reader can connect with the various characters whose voices are heard in the collection which are many and varied. An evaluation of Duffy's ability in liberating or even alienating her reader will be a key element in the most successful responses.

	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 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 form, structure 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 / disagreement 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 use of language and imagery c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure 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 support interpretations of Duffy's use of language and imagery 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 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.
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 language and imagery 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 form, structure 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.

Question 5: *The World's Wife* Carol Ann Duffy

How far do you agree that 'The Devil's Wife' is the key to the collection?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS   given view, 'The Devil's Wife', whole collection

KEYWORDS how far you agree, the key to the whole collection

INDICATIVE CONTENT
Analysis of named poem, other linked poems as appropriate.
Links to other poems in the collection will show degree of agreement/disagreement with the idea of centrality to the collection's themes and Duffy's intent. Issues may include: society's expectations of women; male social dominance; demonisation of women; contrasts and conflicts created between public and private perceptions; personal responsibility; free will and self-determination etc.

- Supporting poems **might** develop and, by association, explain and validate the centrality of the named poem.
- A counter-argument **could** be found in carefully evaluated ideas and themes from other poems in the collection or based on some sort of validation of the named poem's inability to reiterate or conclude appropriately
- Candidates who read closely will **perhaps** explore colloquialism and idiom as aspects of the language of discrimination or empowerment.

	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 'The Devil's Wife' as key to the collection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure 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 'The Devil's Wife' and other Duffy poems b) reflect the given view in a limited way c) assert their agreement / disagreement 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 'The Devil's Wife' as key to the collection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Duffy's poetry b) describe some aspects with reference to how Duffy shapesmeaning c) make related references to Duffy's poetry.	Candidates characteristically: a) make straightforward links and connections between 'The Devil's Wife' 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 'The Devil's Wife' as 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 form, structure 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 'The Devil's Wife' and other Duffy poems b) communicate understanding of the given view c) consider different interpretations of Duffy's poetry d) construct a 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 idea of 'The Devil's Wife' as 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 form, structure 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 'The Devil's Wife' 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.

Question 6: *Skirrid Hill* **– Owen Sheers**

Sheers is "adept at probing wounds".

How far do you agree that Sheers is skilful in exploring difficult issues in *Skirrid Hill?*

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

FOCUS given view, two or three poems, whole collection

KEYWORDS how far do you agree, skilful in exploring, difficult issues

INDICATIVE CONTENT

Exploration of the given views by surveying the collection. Poems on either side of the debate can be found.

- Supporting poems **might** include 'Liable to Flood', 'Drinking With Hitler', 'On Going' but many other poems would be as productive
- A counter-argument **could** be achieved through exploration of less abrasive poems such as 'Swallows', 'Service', 'Calendar' and 'Song'
- Candidates who read closely will **perhaps** explore the full range of features and techniques that illustrate Sheers' skill in making some uncomfortable and disturbing explorations of place, people, relationships and life as well as his ability to stun with the originality and freshness of his observations.

	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 given view as seen in Sheers' poetry c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure 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 given view as seen in Sheers' poetry c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure 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 given view as seen in Sheers' 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 form, structure 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 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 given view as seen in Sheers' 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 form, structure 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.

Question 7: *Skirrid Hill* – Owen Sheers

How far do you agree that 'Skirrid Fawr' makes a fitting conclusion to the collection?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS   given view, whole collection

KEYWORDS how far you agree, fitting conclusion, collection

INDICATIVE CONTENT
Analysis of named poem, linked poems where appropriate. Justification of view in support of or refuting claim of poem making fitting conclusion. Focus on title with its particular significance in terms of 'Ysgariad/Skirrid' meaning divorce or separation, with the implications and inferences developed in the poem; its celebration of topographical features and its keen evocation of mood, time and place.

- Supporting comments/arguments **might** allude to the constantly ambivalent ideas of the poem that characterize the rest of the collection (e.g. geology, links between past and present, physicality, gender, identity, contrasts and permanence).
- Counter-argument **could** be based on some validation of the named poem's inability to reiterate or conclude appropriately with a case being made for a better choice of end marker.
- Candidates who read closely will **perhaps** explore the disturbing imagery of damaged defiance and endurance; arresting use of contrasts; gender-specific diction; relationship between the speaker/persona and the described subject in the named poem or similar features in any specified alternatives.

	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 and 'Skirrid Fawr' making a fitting conclusion to the collection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure 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 'Skirrid Fawr' and other Sheers poems b) reflect the given view in a limited way c) assert their agreement / disagreement 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 'Skirrid Fawr' making a fitting conclusion to the collection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure 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 'Skirrid Fawr' and other Sheers poems. b) reflect the given view in a basic way c) simply agree 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 'Skirrid Fawr' making a fitting conclusion 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 form, structure 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 'Skirrid Fawr' and other Sheers poems b) communicate understanding of the given view c) consider different interpretations of Sheers' poetry d) construct an increasingly balanced debate.

	Candidates characteristically: a) communicate relevant knowledge and understanding of Sheers' poetry with confidence b) present relevant, well-informed responses to the idea of 'Skirrid Fawr' making a fitting conclusion 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 form, structure 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 'Skirrid Fawr' 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.
Band 4 35-45			