

GCSE 2013 English Literature

Unit 2 Exemplar Material Pack

SECTION B: ANTHOLOGY POEMS

The GCSE 2013 linear English Literature specification is now available, for first teaching in September 2013 and first assessment in June 2015.

Introduction

The following exemplars are responses to the GCSE Literature Sample Assessment Materials which support the revised 2013 Literature specification.

On both tiers, there is one question per collection which assesses AO2 for 15 marks and AO3 for 15 marks.

The foundation tier candidates in this pack have responded to questions on the Relationships; Somewhere, Anywhere; and Clashes and Collisions collections.

Collection A: Relationships

Compare how the writers of 'Sonnet 116' and one other poem of your choice from the 'Relationships' collection, present thoughts and feelings about love.

You must consider:

- the language and organisation of the two poems
- similarities/differences between the two poems.

Use evidence from both poems to support your answer.

Collection B: Clashes and Collisions

Compare how the writers of 'Catrin' and one other poem of your choice from the 'Clashes and Collisions' collection, present ideas about conflict in any setting.

You must consider:

- the language and organisation of the two poems
- similarities/differences between the two poems.

Use evidence from both poems to support your answer.

Collection C: Somewhere, Anywhere

Compare how the writers of 'Upon Westminster Bridge' and one other poem of your choice from the 'Somewhere, Anywhere' collection, present ideas about a particular place.

You must consider:

- the language and organisation of the two poems
- similarities/differences between the two poems.

Use evidence from both poems to support your answer.

The higher tier candidates have responded to questions on the Relationships; Clashes and Collisions; and Taking a Stand collections.

Collection A: Relationships

Compare how the writers of 'Sonnet 116' and **one other** poem of your choice from the 'Relationships' collection, present attitudes to love.

Use evidence from **both** poems to support your answer.

Collection B: Clashes and Collisions

Compare how the writers of 'Catrin' and **one other** poem of your choice from the 'Clashes and Collisions' collection, present the theme of conflict in any setting.

Use evidence from **both** poems to support your answer.

Collection D: Taking a Stand

Compare how the writers of 'Remember' and **one other** poem of your choice from the 'Taking a Stand' collection, present their reflections on an emotional experience.

Use evidence from **both** poems to support your answer.

Foundation Tier

Script A – Somewhere Anywhere

A brief but relevant introduction which immediately looks for links and comparisons between the two poems and introduces the chosen poem.

William Wordsworth and William Blake both write about London in their poems 'Composed Upon Westminster Bridge' and 'London' but their views on the city could not be more different.

A clear awareness of content of the set poem with sound choice of comment to support the idea of the 'glittering' city. The candidates also mentions the time of day, which is picked up in the next paragraph.

Wordsworth describes London at sunrise, and he compares London to the most beautiful landscape on earth. 'Never did sun more beautifully steep / In his first splendour, valley, rock or hill'. By mentioning 'fields' and 'sky' he presents the area of the Thames as a wide open space full of light that glitters.

'However...' is used to compare the chosen poem. There is also a mention of the time of day (in this case midnight) linking it to the previous paragraph. There is sound comment on the form and techniques used with comments supported by textual references.

However in 'London' Blake presents a dark place with 'black'ning' churches and blood on the walls. He presents London at midnight. The city is dirty and it leaves 'marks' on every face. Blake repeats the word 'mark' and this shows how strong he thinks these marks are. Blake often uses repetition to make his point about London, such as 'every' and 'cry'. This shows that Blake thinks the problems with London never end. This is backed up by his rhyme scheme which is ABAB and creates a marching rhythm, like it is going on and on.

Blake's poem is even more depressing because these awful problems start at birth. For example 'How the youthful Harlot's curse / Blasts the new-born Infant's tear'. Even innocent young babies and married people will suffer because of London. In Wordsworth's poem London is full of excitement. It is a brand new day. Wordsworth wants the reader to understand how excited he is by the scene and so he uses lots of exclamation marks.

The tone of both poems is compared. The comments on Wordsworth's sense of excitement, although apt, could have been supported by textual references.

Wordsworth also uses personification to show how beautiful London is. The city is like a beautiful woman in lovely clothes 'this city doth, like a garment, wear the beauty of the morning'. This makes sense because the poem is a sonnet which is usually a love poem. In Upon Westminster Bridge, the river goes calmly and wherever it likes 'The river glideth at his own sweet will'. However, in Blake's poem the river under control and 'the charter'd Thames does flow.' This also shows you can't escape of all the suffering in London.

Using the river as a focal point, the poems are compared and comments are supported by well-chosen references. The use of personification, as well as its effect, is explained and supported by a relevant quotation.

Overall, both poems are about London but Wordsworth is expressing his love for the city and Blake is expressing how awful it is.

A basic but relevant conclusion echoing the opening sentence.

COMMENTARY:

(AO2) Band 5 mark 14

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|-------|---|
| 5 | 13-15 | <ul style="list-style-type: none">• Sound explanation of the presented ideas.• Sound explanation of how language/structure/form achieve(s) the intended effects.• A balanced response with sound relevant examples from both poems. |

This response displays a sound explanation of how both writers - of the set poem as well as the chosen one - convey their feelings and thoughts. There is a sound awareness of the different tones in each poem. Most comments are supported by well-chosen quotations. Slightly deeper analysis would have put this response into the top of band 5.

(AO3) Band 5 mark 15

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|-------|---|
| 5 | 13-15 | <ul style="list-style-type: none">• Sound comparisons/links between the two poems.• Sound evaluation of the similarities/differences in expressing meaning.• A balanced response with sound use of relevant examples from both poems. |

The chosen poem 'London' lends itself to sound comparisons with the set poem. The candidate has displayed an awareness of the main thrust of both poems, looking at their similarities, but especially their differences. This is a balanced response with sound use of relevant examples from both poems.

Total mark : 29

Script B – Somewhere Anywhere

Upon Westminster bridge presents ideas about London. The writer uses language to describe the things that he can see like ships, towers, domes and theatres. He says that the city is beautiful in the morning and it is bright and glittering. He says that London is like a valley or a hill and that it makes him feel so calm because he says "a calm so deep".

There is a general awareness of the content, although comments are not developed and the overall effect is one of paraphrase.

In Cape Town Morning the writer presents ideas about a place. The writer uses language to present his feelings about Cape Town. The windows are rusty and they rattle so this means there are old. There are children who are homeless and sleep on the street and they are dreaming about money because he says "dreams of coins". This means that they are dreaming of having money so that they don't have to sleep on the street. There are people selling flowers. These people are adding fresh flowers to the ones from yesterday because they are probably dead. There are also people working at building in the city with trucks, so it is probably a very noisy place.

The opening sentence implies a link and/or comparison, but goes no further. There is some awareness of the language used and its effect. There is one text reference.

The similarities between the poems is that they are both about a city and the writers describe the things that they can see in the different places. The differences are that William Wordsworth likes London and thinks that it is beautiful. He says "the beauty of the morning." Ingrid de Kok doesn't like Cape Town because it only describes things which are not nice like rust and homeless children and trucks.

The opening sentence and comment makes clear comparisons between the two poems. However, these are not developed and so there is a limited exploration of ideas.

COMMENTARY:

(AO2:) Band 3 mark 8

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|------|--|
| 3 | 7-9 | <ul style="list-style-type: none">• Some explanation of the presented ideas.• Some explanation of how language/structure/form achieve(s) the intended effects.• Some relevant examples from at least one of the poems. |

There is some exploration of ideas, feelings and setting. There is an awareness of the tone and mood of both poems and some comments are supported by relevant, but undeveloped textual references.

(AO3:) Band 3 mark 8

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|------|---|
| 3 | 7-9 | <ul style="list-style-type: none">• Some comparisons/links between the two poems.• Some evaluation of the similarities/differences in expressing meaning.• Some use of relevant examples from both poems. |

The chosen poem has the potential to make for some strong comparisons and both poems are compared and given equal footing. However, whilst there are some clear comparisons and links, these ideas are not really developed.

Total mark: 16

Script C - Clashes and Collisions

In 'Catrin' there is a conflict between a woman and her daughter. Another poem about conflict between people is The Drum.

This is a short and very basic introduction, but one which introduced both poems and the common theme of 'conflict'.

Catrin is organised in 2 stanzas. The first one is about the birth of the baby girl and the second one is about the relationship between the mother and the girl nowadays. The language in the first stanza shows us that the woman was angry and that having the baby was like having a fight with someone for example "our first fierce confrontation". A confrontation is an argument, so she is saying that having her baby was an angry situation like having an argument with someone. Gillian Clarke describes the hospital room where the baby was born in. She says "it was a square environmental blank, disinfected of paintings and toys". This shows that she didn't like the room very much and thought it was boring and not a warm and friendly place to have a baby.

There is some generally sound comment on the content and ideas expressed in the set poem. Comments, though not always developed, are supported by textual references. There is also some repetition.

The drum is organised into 2 stanzas too. This poem rymes but Catrin doesn't. The ryming matches the title of the poem because it matches the sound of banging on a drum. There is also repitition of in the poem for example "parading round and round and round" The rythm and the repitition make the poem sound like marching to the beat of a drum like the boys in the poem are doing when they go to fight in a war.

The chosen poem is discussed, linking it to 'Catrin' by commenting on the lack of rhyme in the latter. There is awareness of how language is used to create an effect in 'The Drum' and comments are supported by textual references.

The poet explains how the sound of the drum brings people out to join the army. The people come from different places as it says "from cities and from fields". These boys enjoy the sound of the drum and think that it is going to lead them on a great adventure eg "to thoughtless youth it pleasure yields".

Some relevant but undeveloped comment on the content and language of 'The Drum'.

In the second stanza John Scott explains he hates the sound of a drum because it reminds him of all of the awful and terrible things that happen in a war. For example "mangled limbs and dying groans and widow's tears and orphan's moans".

Comment on language, with textual reference. However, this is not developed or linked to the set poem and hence its relevance can be queried.

Catrin is also about the argument between the mother and the girl nowadays. Gillian Clarke still thinks that her daughter is like the baby who was born at the start of the poem. She says "still I am fighting you off". Gillian describes her daughter "straight, strong, long brown hair and your rosy defiant glare". This makes her daughter sound stubborn and angry. This poem gives a bad impression of the relationship between mothers and daughters because they do not get on. The organisation of the poem means that it is saying they have never gotten on because they started with fighting and they still are.

The response now concentrates on the conflict in 'Catrin'. Some of the comments are supported by reference to the text.

Catrin is a poem about 2 people who don't get on with each other and have a bad relationship. It is quite depressing. The drum is also depressing because it is about war and how people hurt and kill each other. War is more serious than not getting on with your family, but it also hurts people and makes them suffer

In this conclusion, both poems are linked by the comment that both are 'depressing'. There is also some element of comparison, although not developed, between the two different types of conflict.

COMMENTARY:

(AO2:) Band 4 mark 11

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|-------|--|
| 4 | 10–12 | <ul style="list-style-type: none">• Generally sound explanation of the presented ideas.• Generally sound explanation of how language/structure/form achieve(s) the intended effects.• Generally sound relevant examples from at least one of the poems. Responses on only one poem cannot go above this level. |

This is a generally sound exploration of the theme with generally sound comment on how the writers of both poems convey their thoughts and ideas. Comments are supported by textual references from both poems. These comments, though relevant, are not always developed sufficiently.

(AO3:) Band 4 mark 10

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|-------|--|
| 4 | 10-12 | <ul style="list-style-type: none">• Generally sound comparisons/links between the two poems.• Generally sound evaluation of the similarities/differences in expressing meaning.• Generally sound use of relevant examples from both poems. |

The candidate has made a sound choice of poem. There are some sound comparisons with textual references from both poems. There is an attempt to link through the theme and compare looking at the different treatment of 'conflict'.

Total mark: 21

Exemplar D – Relationships

Sonnet 116 is about what Shakespeare thinks about love. It is written as a sonnet e.g. 14 lines. It says that love is always the same and doesn't change. This isn't always true but it is what the poet thinks. He is in love and thinks everything is perfect, like when he says 'it is an ever-fixed mark'. He means it is like a mark stays the same. It is quite an old fashioned view about love. He thinks it is not just about what people look like but about people loving each other in their minds. It is not just about physical love. For example he talks about parts of the body like lips and cheeks and that this is not really love. The last two lines of the poem sum up his view when it says that nobody can prove him wrong. He thinks he is right about it so he must be in love.

There is some comment on the content of the set poem and a personal response is evident. However, there is a tendency to paraphrase and narrate.

Another poem that is different is 'Rubbish at Adultery'. This poem is very different as it is modern and the poet doesn't think love is perfect. She was writing to her lover who is a married man. This is not at all about perfect love but is about sex and physical love. She says he is rubbish at being unfaithful and needs to sort himself out. The language that she uses shows that she's bored of it. She is interested in sex and doesn't want to know about his wife and how guilty he feels. It's different from Shakespeare because actually she says she is not interested in his mind and what is going on in it 'To hear you whinge and whine' She just wants his body and to have excitement. 'passion, thrills and fun.' It's also more up to date because it is the woman complaining and it talks about things that really happen like affairs rather than just everything is perfect. It is about real life and she says that really her lover is rubbish at all of it because he is not faithful to his wife and he is not good at adultery either.

There is an attempt at comparison with the opening sentence; 'another poem that is different...' However, that is not developed and the chosen poem is commented upon with only one other short reference to the set poem. '...It's different from Shakespeare...' There is an awareness of the content of the chosen poem and some ideas are supported by textual references.

COMMENTARY:

(AO2:) Band 3 mark 7

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|------|--|
| 3 | 7-9 | <ul style="list-style-type: none">• Some explanation of the presented ideas.• Some explanation of how language/structure/form achieve(s) the intended effects.• Some relevant examples from at least one of the poems. |

There is some explanation of the presented ideas and the meanings of both poems. There are some relevant examples from both texts, but none are developed. There is a tendency to paraphrase rather than explain how the writers achieve effects.

(AO3:) Band 2 mark 5

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|------|---|
| 2 | 4-6 | <ul style="list-style-type: none">• Limited comparisons/links between the two poems.• Limited evaluation of the similarities/differences in expressing meaning.• Limited use of relevant examples from both poems. |

The choice of poem to use as a comparison is appropriate. Some basic and limited links and comparisons are made. The selection of examples, though limited and undeveloped, is apt.

Total mark: 12

Higher Tier

Poetry Section B Higher Tier

Exemplar A – Relationships

In the poems 'Sonnet 116' and 'One Flesh' the poets present attitudes to love. Although both poems describe the love between a couple, the two poets; William Shakespeare and Elizabeth Jennings, express different points of view on how love lasts and the effect of time on love.

This is a clear and focused introduction which immediately homes in on the two strands of the task in hand.

In 'Sonnet 116', Shakespeare is presenting his strong and intense feelings about the lasting power of romantic love, "it is an ever-fixed mark". This shows how the sonnet is not a love poem directed towards another person, but is Shakespeare's testimony of love's stability over time. The poem has a very optimistic tone about the endurance of love. This contrasts with the poem 'One Flesh', which is based upon the affects that time has on love, and how it changes with age. The poem opens with "lying apart now", and the use of the word "now" implies that the couple were once very much closer. Unlike in Sonnet 116, the love in One Flesh has not remained constant. This poem has a more pessimistic and negative tone in how it presents love with words like "cool" and "cold".

There are some very perceptive comments on the Sonnet, with a personal response clearly evident. The comments about love itself are immediately linked to 'One Flesh' for comparison. All comments and ideas are supported by perceptively chosen quotations.

Shakespeare states that "love is not love which alters when it alteration finds". This implies that regardless of outside changes, love stays the same. This line also includes pairs of words, "love", "alter/alteration". This is also shown in "the remover to remove". These paired words give the impression of a pair of people, like a couple in love and the balance between them. The rhyme pattern of Sonnet 116 also creates a sense of a couple who are in balance with each other, as the alternative lines rhyme e.g. "minds/finds" "love/remove"

The comments on language, technique, form and the effects achieved are perceptive and thoughtful and confidently supported by textual references.

The couple in 'One Flesh' are not so much in balance as the idea of love in 'Sonnet 116'. For example, Jennings states "he with a book, keeping the light on late, She like a girl dreaming of childhood," This shows that although the couple have both gone to bed, they are doing separate things from each other and are not mirroring each other, unlike the couples of words in Sonnet 116. There is distance between the couple.

This paragraph which comments on 'One Flesh' is directly linked to the previous one discussing the Sonnet. The idea of 'balance' links the two paragraphs and so the two poems.

One flesh suggests that the couple used to be more passionate together than they are now and that they used to have a very strong physical love "a former passion". This contrasts with the stability and unchanging idea of love in sonnet 116. Shakespeare emphasises the stability of love by using metaphors that connect love to natural forces. He states that love "looks on tempests and is never shaken" and also that "it is the star". This use of metaphor creates a link between the permance of stars and the permance of love because both seem to last for ever. Also, stars are used by people to find their way if they are lost like a "wandering bark" and by making this connection Shakespeare is saying that love can also help people to find their way through life.

There is direct comparison between the two poems. The response addresses the language and imagery of the Sonnet and the effect achieved. Quotations are embedded and the metaphor and its effect are explained.

One Flesh also compares love to natural events like storms. For example "Tossed up like flotsam from a former passion". However, flotsam is the rubbish that is broken up and left over after a storm, so this implies that the storminess of their passion has broken up their love, which has changed now into something different and worse. The storm in sonnet 116 does not break up the love because it states that it "looks on tempest but is never

shaken". Therefore even through stormy times, Shakespeare believes that love stays the same.

The images of the storms and their aftermath are used to link the two poems, whilst at the same time comparing the two contrasting images in a seamless way.

Even though One Flesh presents the idea about love that it does not stay the same over time, it still shows us, in the third stanza, that the love is still there, even though it is different from what it was before. Jennings describes that the couple are "strangely apart, yet strangely close together". This seems to be a contradiction, but it could present the poet's attitude that even though their love might be different from how it was at the start, this does not mean that they do not still love each other. She also says that "silence between them like a thread to hold and not wind in." This suggests that perhaps at first, they needed to have passion and lots of contact to hold themselves together as a couple but now they no longer need this. However, this is still not overly optimistic, because a thread is not a very strong link.

This paragraph gives detailed comment on the imagery and language of 'One Flesh' with personal interpretation which is well supported by textual references.

This relates to Sonnet 116 because it presents Shakespeare's attitude that love will last longer than physical things like beauty. He says: "Love's not Time's fool" and also that "rosy lips and cheeks" are not the things to base love upon. In that sense, the poems have some similar attitudes, because the couple in 'One Flesh' still love each other even though they are old and their passion has gone, and Shakespeare also agrees that love outlives things like caring about what someone looks like.

This paragraph links directly to the previous one with the opener 'This relates...'. There is also comment on a similarity between the two poems, showing the common theme.

We find out that the couple in 'One Flesh' are the poet's parents at the end of the poem. 'Sonnet 116' is optimistic and not based on a real relationship but 'One Flesh' is. Elizabeth Jennings sounds disappointed about her parents' relationship so perhaps this suggests that she is like Shakespeare and thinks that love should not change over time but in reality, it does.

A thoughtful and personal comment is used for summing up the response and argument.

COMMENTARY:

A02: Band 5 mark: 15

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|-------|--|
| 5 | 13-15 | <ul style="list-style-type: none">• Perceptive explanation of the presented ideas.• Perceptive explanation of how language/structure/form achieve(s) the intended effects.• A balanced response with perceptive relevant examples from both poems. |

This is a very perceptive response with some sophisticated comments and ideas. The response is well structured and focused with perceptive and confident use of references. These are often seamlessly incorporated into the response.

*There is a balanced consideration of **both** poems, using a chosen aspect of one poem to offset the other.*

A03: Band 5 mark: 15

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|-------|--|
| 5 | 13-15 | <ul style="list-style-type: none">• Perceptive comparisons/links between the two poems.• Perceptive evaluation of the similarities/differences in expressing meaning.• A balanced response with perceptive use of relevant examples from both poems. |

The chosen poem 'One Flesh' is an appropriate one and is handled with skill to make strong links and comparisons. The writing moves with easy confidence between the two poems and the comments are sustained and perceptive. There is perceptive evaluation of the similarities and differences in both poems. This is a balanced response with perceptive use of relevant examples from both poems.

Total mark: 30

Exemplar B: Relationships

A brief but focused introduction to the task.

Martyn Lowery presents different feelings about love in his poem *Our Love Now* than Shakespeare does in his poem *Sonnet 116*.

Sonnet 116 is a poem in the form of a sonnet which presents Shakespeare's feelings about what love is. It presents his thoughts that love is something which is long term and permanent and also that it is not just about physical feelings. For example he says "marriage of true minds" which shows love is in your mind, and not in your body.

Valid comments on content, language and technique in *Sonnet 116* are supported by relevant quotations.

Sonnet 116 also gives Shakespeare's opinion that love is something which doesn't change or break. For example he says "Oh no! it is an ever-fixed mark". Firstly this uses an exclamation mark to show how strongly he feels this, like he is shouting it. It also means that he feels love does not change and that he disagrees with anyone who says that it does.

On the other hand, *Our Love Now* is about a relationship between 2 people that has changed. *Our Love Now* is a poem which is written as a disagreement between a man and a woman. They are probably a husband and a wife and are having problems with their relationship. Martyn Lowery presents this difference between the husband and the wife in the way that poem is structured. The man speaks for 4 stanzas and the woman also speaks for 4 stanzas and they take it in turns. The poem does not rhyme which gives it a harsher sound because this matches the harsh feelings between the couple.

There is an explicit comparison of the two poems with the opener 'On the other hand...' Although apt comments are made on the content and form of 'Our Love Now', these are not supported by textual references.

Sonnet 116 does rhyme which makes it sound more sweet than *Our Love Now*. The rhyme pattern is abab. This shows that a couple who love each other also match each other and sound good together, which is different from *Our Love Now*. In *Sonnet 116*, Shakespeare uses metaphors to describe what love is like. For example: "it is the star". He makes links between love and nature like stars which are enormous and bright and also seem to last for ever. He is saying that love is also bright and lasts for ever too. Shakespeare says: "looks on tempests and is never shaken". This means that even in a storm people who love each other stay together and are not blown apart by their problems.

By referring to the rhyming pattern of the *Sonnet*, the two texts are linked and compared. There is valid comment on the imagery of the *Sonnet* and its effect. These are supported by aptly chosen references.

In each stanza, for *Our Love Now* there is a different kind of metaphor for the relationship and all of them are negative. For example in stanza 1, the man talks about wounds and cuts and in stanza 2 he talks about scabs and burnt flesh. This tells us that their relationship has some serious problems. The lexical field is injuries and this means that their relationship hurts, and causes them pain, like having a physical injury. The man is optimistic though. For example he says "the cut will mend and such is our relationship." He repeats himself, for example, "such is our love, such is our love". This is to try and make the woman listen and to emphasise his point of view. The woman is not optimistic about the relationship though. She says "there is always a scar, a permanent reminder." This means that she doesn't think you can be the same after something bad has happened in a relationship. She repeats things too. At the end of every stanza she says "such is our love now." It seems like she is emphasising this to get it through to her husband that things are different but he isn't listening.

There are detailed comments on the content, language and imagery used in 'Our Love Now'. These are supported by textual reference. There is, however, a slight tendency towards narrative.

In *Our Love Now*, there is also a metaphor about a storm. The man says "the storm is frightening but it will soon be gone" but the woman says "it

leaves damage in its wake which can never be repaired". The man feels similar to how Shakespeare does about people can stay together through their problems but the woman doesn't agree.

Overall, Sonnet 116 presents attitudes that love is permanent and doesn't change even when there are problems in life. Our Love Now presents attitudes about love that show it does change when there are problems and that different people react differently but that there is always an effect.

Linking the Sonnet to the chosen poem through comments on how both poets use the image of a storm to reflect relationships and problems encountered. However, these comments are not developed.

This conclusion links the two poems and sums up some of the comments made.

COMMENTARY:

A02: Band 3 mark 9

| Band | Mark | AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|------|---|
| 3 | 7-9 | <ul style="list-style-type: none">• Sustained explanation of the presented ideas.• Sustained explanation of how language/structure/form achieve(s) the intended effects.• A balanced response with sustained relevant examples from both poems. |

There is a clear understanding of the set poem from the outset. However, the response promises more than it delivers without full coverage of the text. The comments on the chosen second poem are more developed and sustained. On the whole there is a balanced response with sustained relevant examples from both poems. More detailed and developed comments would have been needed for this response to get into a higher band.

A03: Band 3 mark 8

| Band | Mark | AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|------|---|
| 3 | 7-9 | <ul style="list-style-type: none">• Sustained comparisons/links between the two poems.• Sustained evaluation of the similarities/differences in expressing meaning.• A balanced response with sustained use of relevant examples from both poems. |

The choice of 'Our Love Now' has allowed for some pertinent points to be made about the theme of relationships in both poems. There are clear attempts at comparisons of both content and ideas expressed. Overall, this is quite a balanced response with sustained use of examples from both poems. More developed evaluation of the ways in which meaning is conveyed in the two poems would have taken this response to top of band 3.

Total mark: 17

Exemplar C – Taking a Stand

In 'Remember', Christina Rossetti is offering advice and comfort to the person who will be left behind by her dying. Death is also the theme of the poem 'Do not go gentle into that good night', although the poem is presented from the perspective of the person who will be left behind.

Sound introduction focused on the task in hand. Links between the two poems are mentioned.

'Remember' has a reassuring and comforting tone, even though the subject is an emotional experience. Rossetti does not use the words death or dying, which helps to make the poem more subtle. She uses euphemisms such as "into the silent land" to describe what is happening but she is also quite firm about this being final, which is presented through the repetition of the words "gone away" in lines 1 and 2. This repetition represents that her dying is inevitable.

Detailed comments are made about the language of 'Remember'. Comments are supported by textual reference.

'Remember' is structured in 2 parts, which represent the change in tone which occurs within the poem. The rhyme scheme begins with abbaabba. This changes to cddec d for the final 6 lines, symbolising the change in the focus of the poem from begging someone to remember her to saying that it would be alright if they did forget. This change is also shown in the language of the poem. It opens with an imperative "Remember me when I am gone away". This gives a commanding tone to the poem and the order is repeated in line 5 giving more strength to the poet's feelings. However, in the final part of the poem Rossetti changes this order to state "Better by far you should forget and smile". This is less forceful than the early imperative so it represents that her opinion changing about how the other person should react to her death.

Valid comments are made on the language and form of 'Remember' and how these affect the overall tone of the poem. Comments, although not developed, are supported by textual reference.

In the second poem 'Do not go gentle into that good night', the poet is the person who is being left behind by someone who is dying. Dylan Thomas expresses his strong feelings of anger and sorrow through this poem. This poem also opens with an imperative "Do not go gentle into that good night". This orders the person who is dying not to die without a fight, which expresses that Thomas does not want him to die and feels very furious about it.

The chosen poem is introduced. The word 'also' signals comparison and links between the two poems; However, this is not developed.

The poem is structured into 6 stanzas, and each stanza repeats an ab rhyme structure, apart from the final one, which is abaa. It has an iambic pentameter rhythm. The repetitive rhythm and rhyme patterns emphasise that the poet is pleading against the person dying.

Valid comments are made about the form of the poem and its effect.

The poem does not directly talk about the death of the person. Thomas uses metaphors to describe death, such as "the dying of the light" and "that good night". However, this does not soften the intense and strong emotions because he also uses words such as "rage" and "rave" to show how deeply he feels that the person should resist against dying but also how he feels about the fact of death.

In the final stanza, we learn that the person dying is the poet's father "and you, my father, there on the sad height" and this reveals why he feels so strongly about him fighting against death. Thomas shows through his use of language how he admires his father by introducing different qualities of his life in each stanza for example "wise men" "good men" "wild men."

The comments about language are supported with appropriate textual references.

In the final stanza, the poem takes a softer tone. Thomas uses sibilance to calm down the power of the previous stanzas "curse, bless, me now with your fierce tears" as though he is beginning to realise that the battle against

death cannot be won. The final lines repeats again the same command "rage rage against the dying of the night". It seems like he is pleading with him and begging him to hold on, which makes the poem's overall feeling extremely sad and powerful.

Both poems present their reflections on the emotional experience of dying and death. 'Remember' presents this from the perspective of the son of someone who is dying. They both have very strong and powerful feelings about these emotional experiences.

The comments on content and tone are pertinent, but are not linked in any way to the content and tone of the set poem. There is also a tendency to narrate in this paragraph, and the preceding one.

The conclusion links the two poems by commenting on the emotional aspect of both.

COMMENTARY

A02: Band 3 mark 7

| Band | Mark | A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|------|--|
| 3 | 7-9 | <ul style="list-style-type: none">• Sustained explanation of the presented ideas.• Sustained explanation of how language/structure/form achieve(s) the intended effects.• A balanced response with sustained relevant examples from both poems. |

This is a focused and sound if undeveloped explanation as to how the poet conveys her attitude in the set poem. There are appropriate comments on the language and structure of the poem with textual references to support the comments made. This is a balanced response with consistent use of relevant examples from both poems.

A03: Band 2 mark 5

| Band | Mark | A03: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|------|---|
| 2 | 4-6 | <ul style="list-style-type: none">• Sound comparisons/links between the two poems.• Sound evaluation of the similarities/differences in expressing meaning.• A balanced response with sound use of relevant examples from both poems. |

The choice of 'Do Not Go Gentle into the Night' has allowed for some pertinent comments to be made. Although there is a sound and balanced explanation on each of the two poems, there is little in the way of direct comparison. However, there is sufficient evaluation of the similarities and differences for the response to be placed in band 2.

Total mark: 12

Exemplar D – Clashes and Collisions

Although rather long, the introduction focuses on the content of both poems and has linked them to the theme of conflict. Comments are supported by textual references.

In the poems 'Catrin' by Gillian Clarke and 'Hitcher' by Simon Armitage, the theme of conflict is presented in different ways and in different situations. 'Catrin' is about the conflict between a mother and her child and their 'fierce confrontation'. The poem highlights the differences between them and the problems that parents can have with their children. 'Hitcher' is about a person who is also struggling to cope with his current situation having been 'tired, under the weather' and threatened with the sack from his job 'One more sick-note, mister, and you're finished. Fired.' But instead of confronting the problem he takes his anger out on a person he picks up in his car, attacking him and then throwing him out.

Both poems are written in first person narrative which give a one sided account of each situation. 'Catrin' is written by the mother directly to the person she is in conflict with, her daughter. This is shown by the opening line 'I can remember you, child,' The line 'I can remember you' is repeated again on the 6th line of the first stanza to emphasise the power of her memory and the pain it evokes. The first stanza is filled with emotive language painting a vivid image of a mother trying to give birth to her daughter. The 'Red rope of love' is a powerful metaphor for the umbilical cord which they are fighting over through giving birth, 'our first fierce confrontation'. The description of the scene adds to the intense angry atmosphere with the room being seen through the mother's eyes as 'white hot' and lacking fun or joy 'disinfected/Of paintings or toys'. The narrator uses the oxymoron 'wild, tender circles' to suggest the image of a mother's body whilst giving birth, contrasting this round shape with the sharp ones in the hospital room which are 'clean squares' and the 'square environmental blank'

With the opening words 'Both poems are...' links are made. The response then homes in on a detailed explanation of the language and imagery used in Catrin and their effect. The terms metaphor and oxymoron are clearly expressed.

'Hitcher' is also written as the memories of the narrator although the narrator doesn't use emotive language like in 'Catrin' and instead uses simple narrative to describe his actions. This serves to shock the reader as it is very matter of fact as if his actions are normal and an everyday occurrence. 'I let him have it, on the top road of the Harrogate – once with the head, then six times with the kooklok in the face – and didn't even swerve'. The final point is quite boastful as if he was proud that he could be so calm when attacking another man. The opening line 'I'd been tired, under the weather' is almost an excuse for his actions before the confession and sets the scene well giving suspense to the story. He achieves this effect again at the end of the second stanza when he remembers what the hitcher said 'The truth, he said, was blowin' in the wind,' and the narrator adds in a sinister way 'or round the next bend'.

Links are made with 'Catrin' whilst looking in greater detail at the language and tone of 'Hitcher'.

Whereas in 'Catrin' there is a direct conflict between Mother and Daughter due to the unavoidable nature of birth and family relationships, the physical conflict in 'Hitcher' could have been avoided. The narrator chose to pick the man up in Leeds and listen to his tale. Through broken lines and the use of enjambment we learn that the man he picks up is a drifter, who doesn't have the worries of normal life in society 'following the sun to west from east'. He only has a few possessions, 'just a toothbrush' and he is at one with nature 'the good earth for a bed'. This was very different to the man who had been woken up by 'the ansaphone...screaming' and was on the verge of losing his job. Perhaps he was trapped in the rat race and so

The opener 'whereas...' introduces comparisons between the two poems, although there is more emphasis on 'Hitcher'. There is evidence of a personal response and comments are well supported.

envious of this man who was free from it all that he lashed out. His freedom was something he particularly remembers which is shown by the metaphor in the 4th and 5th stanza when he says 'He'd said he liked the breeze/to run its fingers/through his hair.' He shows his jealousy and envy when comparing himself to the man 'We were the same age, give or take a week' and then in his ironic ending 'Stitch that, I remember thinking, you can walk from there'. The lack of emotive language or guilt or remorse is troubling in this poem and causes you to look deeper at the language in order to work out why he did it.

Both poems are clearly structured. The 'Hitcher' consists of 5 stanzas of 5 lines and 'Catrin' has 2 clear stanzas, separating the two periods of the poem. In 'Catrin' there is a clear shift from talking in the past tense 'I stood' to the present tense 'Still I am fighting' although this also shows that not much has changed in the eyes of the mother as she is still battling to win control. In the first line of the second stanza she explains that 'Neither won nor lost' the first struggle in the hospital ward although it affected both of them 'In the glass tank clouded with feelings which changed us both'. She is still battling against her mother even to this day with the image of the 'old rope' as a metaphor for the umbilical cord which they fought over in the first stanza. The final lines confirm that there is no end to this conflict for the mother as the child pushes the boundaries by asking to 'skate in the dark for one more hour'. This image is like the never ending conflict, going around in circles in the dark.

In conclusion, both poems show conflicts between individuals in different situations. In 'Catrin' the conflict arises through love and responsibility and the struggle for freedom from both the Mother and the Daughter. In 'Hitcher' the conflict arises by random circumstance but is due to conflict within the narrator as he is trapped by his life and is jealous of the hitchhiker's freedom. Both writers display these conflicts in different ways with some shared techniques and both are very effective in displaying the conflicts between and within the individuals they convey.

Structure and form are discussed; this time the emphasis is on the set poem. Language and imagery are commented upon, with embedded quotations used with confidence

This is an appropriate conclusion, drawing together the similarities and differences in the treatment of the theme.

COMMENTARY:

A02: Band 4 mark 12

| Band | Mark | A02: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings |
|------|-------|---|
| 4 | 10-12 | <ul style="list-style-type: none">• Assured explanation of the presented ideas.• Assured explanation of how language/structure/form achieve(s) the intended effects.• A balanced response with assured relevant examples from both poems. |

This is an assured response with a confident explanation of how the theme is presented in the set poem. Ideas are well expressed with an obvious personal engagement with the poems. This is a balanced response with assured relevant examples from both poems.

A03: Band 4 mark 11

| Band | Mark | A03: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects |
|------|-------|---|
| 4 | 10-12 | <ul style="list-style-type: none">• Assured comparisons/links between the two poems.• Assured evaluation of the similarities/differences in expressing meaning.• A balanced response with assured use of relevant examples from both poems. |

The choice of the 'Hitcher' lends itself to appropriate and confident comments about the theme of conflict. There are some assured comparisons between the two texts and comments are supported by well-chosen references and well linked. Both texts are given appropriate weighting.

Total mark: 23