

Sample A

1. Poetry: Read Text A on page 2 of the Source Booklet and answer the following questions.

There are a number of key features that we bear in mind when we consider poetry.

- (a) Rhyme is often considered to be an important feature in poetry.

Discuss the use and effect of rhyme in this poem.

This poem has a strong rhyme scheme of AABBCDD where 'meet' rhymes with 'feet' and so on. This is quite good in making the poem flow. Some of the words are emphasized by being rhymed such as 'tears' which makes us feel sorry for the narrator.

(5)

Examiner comment - The candidate correctly identifies the rhyme scheme (and doesn't need to quote here).

Examiner comment - Though this is an evaluative comment, it isn't specific enough - the use of the catch-all "flow" is too vague.

Examiner comment - This point is basically sound and does offer some straightforward analysis of effect.

Mark Awarded - 2

Overall comment - identifies examples but shows limited understanding.

This response could have been improved if the candidate had been more specific about what is meant by "flow", for example. However, it might have been better to avoid that word entirely, especially without elaboration. Though it is sound, the comment on emphasis and the response to the narrator isn't especially insightful - there is scope for discussing other words which achieve emphasis in this way, for instance. In simple terms, there is a lot more to be said about the use and effect of rhyme in this poem.

GCE O8 English Literature
Unit 1 (6EL01): Section A Examples of Candidate Response

(b) Poets often make use of imagery.

Using two examples from the poem explore this poet's use of imagery.

The poem refers to "little snow-white feet" and a "little snow-white hand". This tells me that the girl in the poem is cold. She is also maybe innocent because white is often used as a colour of purity. Also, the poet may be referring to Snow White, the Fairy Tale character.

(5)

Examiner comment - The candidate identifies two examples, as instructed, though mis-quotes in the second case.

Examiner comment - The comment about the "cold" isn't expanded - does the candidate mean literally or *emotionally*?

Examiner comment - This point is basically sound, though it isn't explored.

Examiner comment - The final comment is a slightly odd one - it might have become mark-worthy if the candidate had been able to offer a valid *interpretation as to why* Yeats might have wanted to suggest that the narrator's "love" was like a Fairy Tale character, though this could still have been stretching it.

Mark Awarded - 1

Overall comment - identifies examples but shows limited understanding.

This response could have been improved if the candidate had chosen two more varied examples as opposed to two which have such similar purposes. The comments on effect in the second and third sentences are undeveloped and, in the first case, not wholly useful in its current form - if the candidate had chosen to suggest that the "She" of the poem is emotionally "cold", the answer might have been improved, even though this would be hard to support in the context of reading. The final sentence is somewhat "point and shoot" - even still, something could have been made of it had there been another comment along the lines of "The narrator may be trying to suggest that his "lover" is extremely beautiful or magical." Overall, the response would also have benefited from more use of technical language and discussion (however brief) of effect.

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Unit 1 (6EL01): Section A Examples of Candidate Response

(c) Certain types of poetry are described as being lyrical or song-like.

Using your knowledge of other lyrical poems, discuss what strikes you as being particularly lyrical or song-like about this poem.

Songs usually have a structure of verse ~~chorus~~ and this doesn't, so isn't really song-like in its form. Lyrics also tend to have a lot of repetition. There is some of that in this poem, but not enough to make it really like a song. Lyrics often rhyme and this rhymes ABBCCDD so that is one reason why it is typical. Quite a lot of songs are about love, and this seems to be someone talking about a love affair which has gone wrong, which a lot of songs do, so that makes it a bit song-like. I can't actually find many reasons why this is lyrical or song-like and so my conclusion is that it isn't.

(10)

(Total 20 marks)

Examiner comment - The candidate starts confidently and makes a reasonably good assertion about form, though this could have been developed.

Examiner comment - The second point also conforms to the expectations of the mark scheme, though again, it lacks extension and, importantly, exemplification.

Examiner comment - The fourth sentence is clear and mark-worthy.

Examiner comment - The next comment, about songs dealing with love contains the kernels of two good points - one that the theme is conventional, and another connected with voice. However, the candidate doesn't develop or support either idea with any degree of purpose.

Examiner comment - The final assertion is evaluative, in a fairly bald way - this isn't a bad thing and candidates are strongly encouraged to express their opinions. However, in order to access the higher mark bands, they will usually need to preface comments of this kind with more detailed analysis and greater subtlety of interpretation.

Total Marks Awarded - 4

A01: 2 marks

A02: 2 marks

Overall comment - A01: identifies examples (eg rhyme) and makes some basic comments; A02: identifies features of genre but shows limited understanding.

GCE 08 English Literature
Unit 1 (6EL01): Section A Examples of Candidate Response

Though this answer is coherent and pleasingly straightforward in its expression, it cannot be said to be offering creative or particularly informed response. Nor does it make much use of appropriate terminology, or explore concepts in detail. Its A01 attainment would have been strengthened by being much more specific. Starting with three or four quotations from the poem which exemplify the theme of love or the voice of the speaker and developing the points made in the penultimate sentence would have boosted the mark here.

In terms of A02, once again, the lack of quotation is a clear indicator that the discussion does not extend to precise or detailed critical understanding - whilst it may be possible to achieve a good mark with limited reference to the text in question, an answer wholly devoid of exemplification will be unlikely to prosper. Although the candidate manages some comment on form and structure, this could have been developed. There is a distinct lack of analysis of language - this would also be a focus for improvement.

Sample B

1. Poetry: Read Text A on page 2 of the Source Booklet and answer the following questions.

There are a number of key features that we bear in mind when we consider poetry.

(a) Rhyme is often considered to be an important feature in poetry.

Discuss the use and effect of rhyme in this poem.

The rhyming couplets echo the regularity of nature and suggest the inevitability of love going wrong and the sad memories that follow. Some of the rhymes are slightly forced - "agree" is moved to the end of the sentence in order to make it fit - I found this overly "poetic": This also happens in the verb form "did stand", which is slightly unusual in my opinion. Some of the flowing sounds of the poem such as "she... easy... grass grows" in line 7 help reinforce the rhyme (in this case of "weirs" and "tears") here connecting it with the "river". This adds to the success of the natural setting and emphasises the mournful tone. (5)

Examiner comment - The candidate immediately identifies the rhyming pattern and offers insightful evaluation.

Examiner comment - This sentence provides evaluation, evidence of engagement and sound exemplification.

Examiner comment - This is also a pleasingly specific, technical and interesting comment. Although it is a similar point to the one in the previous sentence, it can be treated as a separate assertion from the point of view of awarding marks.

Examiner comment - The last two sentences are also nicely evaluative and aware. They connect Yeats' use of other sound devices with the rhyme scheme and link this to setting and tone, providing further evaluation.

Mark Awarded - 5

Overall comment - comments insightfully on features of form and language. Shows detailed understanding of effect.

This is a confident, relevant and well-shaped answer. It might have been even further improved by use of more technical vocabulary such as "assonance" and "sibilance" in the last sentence, but that is to pick fault in something which, especially given the context, is informed and coherent.

GCE O8 English Literature
Unit 1 (6EL01): Section A Examples of Candidate Response

(b) Poets often make use of imagery.

Using two examples from the poem explore this poet's use of imagery.

The Symbol of the "gardens" establishes a natural setting and is a biblical reference. This is reinforced by the image of the "leaves on the tree". As a garden is man-made and the "leaves" are entirely natural the poet is able to establish a contrast between the idea of something which is ordered by people and something which happens naturally. The poet exploits this by connecting these images with "Lac", seeming to suggest that "she" was right to insist that her should be allowed to grow at her own pace rather than being cultivated. (5)

Examiner comment - The last sentence also offers a sound comment, specifically focused on how and why the imagery is being used.

Examiner comment - Here the candidate makes good use of a technical term and demonstrates sound awareness of the use of imagery.

Examiner comment - The candidate chooses a second example, as instructed by the question, making a good connection.

Examiner comment - This part of the answer moves into evaluation of the purpose of the imagery identified.

Mark Awarded - 4

Overall comment - comments insightfully on features of form and language. Shows detailed understanding of effect.

This answer could have been improved had the candidate added a final comment on the effect of the imagery in terms of their own reading - along the lines of "I found this use of imagery successful in extending the theme of love in this poem." It is, nonetheless, analytical and aware of how language creates meaning.

GCE O8 English Literature
Unit 1 (6EL01): Section A Examples of Candidate Response

(c) Certain types of poetry are described as being lyrical or song-like.

Using your knowledge of other lyrical poems, discuss what strikes you as being particularly lyrical or song-like about this poem.

This lyric has a strong first person voice - "my...". Creating an immediate and intimate effect, typical of songs. The subject - a reflection on a relationship which has ended "I am full of tears" is also typical of lyrics, a lot of which have the theme of love. The tone of the poem - sad and self-pitying, is like the stereotypical "baby you hurt me bad" tone of many songs, but with mild irony - the narrator is blaming himself for not listening to the advice of his girlfriend who "told (him) to take love easy". I don't know when this poem was written but this seems quite a modern message.

The most song-like things about the poem are its form and structure. It rhymes in couplets (like a lot of lyrics) and is very rhythmical. The metre is basically iambic which might reflect the beat of a song. The repetition of some phrases such as "But I was ^{young} and today is song-like also. In terms of language, some of the nouns are typical ("love", "tears") but people don't often sing about "selling gardens" and "weirs". Overall, there are quite a lot of reasons why this is song-like, but I wouldn't put it on my i-pad. (10)

Examiner comment - The candidate's first assertion is clear and evaluative. It is also effectively supported.

Examiner comment - The second sentence is similarly successful, though it might have been extended.

Examiner comment - The response moves on to tone and makes an interesting, informed and relevant point about the attitude of the narrator in terms of the generic conventions of lyrics.

Examiner comment - The final point of the paragraph is also offers evidence of some insight - it could have been developed, but in the context of a short answer, it is certainly mark-worthy.

Examiner comment - The second paragraph begins with a focused and pertinent assertion. This is extended well in the next two sentences which offer technical comment and evaluation.

Examiner comment - The point about repetition is well-made and purposefully substantiated.

Examiner comment - The candidate moves on to diction and is pleasingly specific about language choice, making another creditable comment about noun use, moving from the conventional to the less common.

Examiner comment - The last sentence offers brevity in its overview and a creative personal assertion which neatly concludes an engaged and informed response.

Total Marks Awarded - 10

A01: 5 marks

A02: 5 marks

Overall comment - A01: a confident exploration with reasonably detailed comment on effect; A02: insightful comment on a range of features. Detailed understanding.

GCE 08 English Literature
Unit 1 (6EL01): Section A Examples of Candidate Response

This is a pleasingly concise and controlled answer, effectively written and analytical as far as can be expected in the context of short answer tasks. The candidate engages with form, structure and language in a creative, informed and relevant way, drawing on their own knowledge and understanding to explore how meaning is created. There is an appropriate use of terminology and a secure grasp of concepts. Though some of the points could have been expanded, a lot of ground is covered in a very short space.