



GCE English Literature

Paper 1: Poetry

Section B: Specified Poetry Pre- or Post-1900

Summer 2017

Exemplars – Commentaries

QUESTIONS

Question 6

"Explore how marriage is presented in *The Wife of Bath's Prologue and Tale*, by referring to lines 35-58 and **one** other extract of similar length. You must relate your discussion to relevant contextual factors."

Question 9

"Explore the ways in which John Donne's poetry combines intellect and emotion, by referring to *A Valediction Forbidding Mourning* and **one** other poem. You must relate your discussion to relevant contextual factors."

Question 12

"Explore the ways in which the past is presented in *R Alcona to J Brenzaida* by Emily Brontë and **one** other poem. You must relate your discussion to relevant contextual factors."

Question 13

"Explore John Keat's portrayal of emotional pain in *Ode on Melancholy* and **one** other poem. You must relate your discussion to relevant contextual factors."

Question 18

"Explore the ways in which Rossetti makes use of the natural world in *An Apple Gathering* and in **one** other poem. You must relate your discussion to relevant contextual factors."

Question 26

"Explore the ways in which Larkin uses voice in *Poetry of Departures* and in **one** other poem. You must relate your discussion to relevant contextual factors."

SECTION B

Ref	Question	Commentary	Level	Mark
Script 6	6	The candidate constructs an argument showing understanding of the literary construct of the character – making frequent reference to Chaucer’s craft. At times there are discriminating analyses of the text, embedding references to support and develop the argument. Context is explored within the overall argument. The focus does drift at times, it takes a while to get to the second passage and there are a few weak expressions. Nevertheless, there is enough evidence of Level 4 criteria to bring this script into this Level.	4	21
Script 7	9	A critical and evaluative argument which demonstrates evaluation of how meanings are shaped in the texts; a sophisticated and critical understanding of the writer’s craft is evident throughout. Good links are made between the context and the texts, though not as discriminating or evaluative as the other points, which puts it to the lower end of Level 5.	5	26
Script 8	12	This response engages with the question and makes a good choice of poem to go along with the given text. Contextual factors are detailed and relevant but not integrated. It is a clear response but there is not consistent analysis or the depth of exploration expected of a response at the top of Level 3.	3	15
Script 9	13	The candidate has brought a sensitive response to Keats and context which is not always firmly anchored or focused on the texts and the question. Makes a number of good points on AO2 and AO3, for example about beauty and the fear of being forgotten, but these are not always fully secure, integrated or expressed with the assurance of a response at the top of Level 3 or into Level 4. Understanding is shown of the writer’s craft in a way that is slightly more secure than script 8.	3	16
Script 10	18	A Level 2 response which is lacking in range and depth and does not comment much on the named poem. The focus is on the question, supported by some appropriate context. There is a developing argument with elements of general understanding of the writer’s craft. This goes beyond a purely narrative approach to put this in Level 2.	2	9
Script 11	26	An excellent and assured response which demonstrates a sophisticated and evaluative argument. An impressive response considering the time pressures of the exam, with well-integrated use of the text to contribute to the critical argument. Contextual references are pertinent and help develop the argument. There is no reason to not award full marks.	5	30

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	0	No rewardable material.		
Level 1	1–6	Descriptive <ul style="list-style-type: none"> • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Shows limited awareness of contextual factors. 		
Level 2	7–12	General understanding/exploration <ul style="list-style-type: none"> • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts. 		
Level 3	13–18	Clear relevant application/exploration <ul style="list-style-type: none"> • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts. 		
Level 4	19–24	Discriminating controlled application/exploration <ul style="list-style-type: none"> • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts. 		
Level 5	25–30	Critical and evaluative <ul style="list-style-type: none"> • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts. 		