

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

The poem One Art theme of losing is that you lose things everyday some quite valuable, "I lost my mother's watch". And some which is your own property. "I lost two cities, lovely ones" losing & things like these you will not miss but losing a friend which he misses "Even losing you (the joking voice, a gesture I love)". At the end of the poem when he says "It's evident the art of losing's not too hard to master" seems that he wishes that ^{valuable} losing things is harder. ~~to the poem is written~~



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The poem "One Art" from Elisabeth Bishop is about how she deals with loss.

She says that we always lose something, no matter what, even if it is something small we don't even recognize that this is something we lost today. No matter if it is a thing or a feeling, we always lose something and we always make a disaster about it.

No matter, if it is the door key, the place where we were meant to travel, a gift from someone special or even the love to someone, we always think too much about it and making a really big deal about it. The writer wants to show us how important it is to just enjoy our life, because none really knows how long we are still alive. Bad things happen every day and losing something is as normal as finding something new and life goes on. The poet writes in a really kind and smart way, she chose a lot of good phrases and repeats some words really often. For example "master, disasters and



P 4 6 2 3 6 A 0 4 1 6

(Section A continued)

of course losing". She made you feel the same way and when I read it the first time I had to think about it a long time and well I think she is right!

The poem has six verses with three lines, apart from the last one, which has four. Often the last words are "master" or "disaster" and they rhyme ^{with} each other. But there isn't a proper rhyme scheme.

The fact that she writes about herself makes the reader exciting and more sensitive. She wants to show people that loss isn't always just a bad thing. Of course it isn't a nice thing, but if you want to you can handle it and she wants to help you with this poem.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ▶

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

Bishop deals with the subject of loss in a very light-hearted ~~way~~^{manner}, almost turning it into a joke but this is to make the subject of loss much easier to deal with. She presents it in this way by using ~~repetition~~ repetition and a rhyme scheme.

The structure of the poem is based around an 'ABA' rhyme scheme. When reading the poem this rhyme scheme makes it appear a lot less serious and more light-hearted with the first and last line of each stanza rhyming. The reason Bishop has used this rhyme scheme is to cover up the sadness of loss ~~and~~^{and} to make it easier for her to accept what she has lost and move on. Although, in the last stanza there are four lines not three and the rhyme scheme is 'ABCC'. This makes us realize that she is not coping with loss as ~~well as~~^{well as} we initially thought because even mentioning the fact that she has lost a person makes her stumble and lose the rhyme scheme. Even though it comes back in the last two lines showing the reader that although she is upset she does not want to show it, and instead is putting on a brave face in order to deal with the subject of loss.

She also tries to build up the losses gradually to help deal with it. ~~She~~ Bishop does this by mentioning a different thing she has lost in each stanza. She begins with losing house keys building up to the loss of someone she loves or has loved in the past, gradually getting bigger in each stanza. This is a coping mechanism for Bishop in order for her to feel less upset about the situation. This is because she is pretending



(Section A continued) that losing a loved one is exactly the same as losing your house keys and is nothing to worry about. What we can see from this is that she is deeply upset about what she has lost but does not want to show it, instead she wants to ignore ^{it} and appear to people as if she absolutely fine.

There is also repetition throughout the poem, of the words 'master' and 'disaster', and when said together, 'master disaster', ^{it} makes it seem as if Bishop has mastered disaster. It seems that Bishop is used to the subject of loss and this is not just time she has lost someone evoking sympathy and making the reader realize that she has learnt to deal with the subject of loss by forgetting it has happened, showing the reader she really is the master of disaster. Elizabeth Bishop also uses enjambment throughout the poem. In the first or second line Bishop uses enjambment to speed the poem up as if she is losing control. The words are just tumbling out onto the page as ^{they come to her mind} ~~she writes them~~ and she cannot stop. But then in the ^{last} ~~first~~ line it slows down again with the use of punctuation, showing that she does have control and she deals with the subject of loss by remaining in control of her thoughts and feelings and not letting emotion get to her.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

P1 Poet "accepts" that things get lost
- pace of poem shows this

P2 Build up of ^{value of} things lost also emphasises this

P3 Love at the end shows it is most
valuable to lose

P4

Simile

Juxtaposition

Personification

Oxymoron

Alliteration

P

Metaphor

E

Onomatopoeia

Repetition

Fricative sounds

Sibilance

Structure



(Section A continued)

The poet seems to accept that things get lost. This is shown by when she says "The art of losing isn't hard to master". The fact that it "isn't hard" indicates how easy she finds it to lose her valuables. On top of this the idea that it is "mastered" ~~high~~ emphasises ~~the~~ both the ease with which things can get lost and has connotations of professionalism, emphasising how she accepts these losses.

Also the pace at which the poem progresses highlights how she accepts these losses because the poem moves on, without any ~~sort of~~ mention of her feelings for the loss: "I lost my Mother's watch. And look!". Since there is ~~no mention~~ are no feelings expressed for the loss of her "Mother's watch", we can tell that she accepts loss since she doesn't want to ~~more~~ think about it afterward. Also the use of a short sentence, "And look!", helps to distract the reader from the previous object lost. Not only that but because the short sentence has an exclamation mark and begins with the word "And", it further ~~to~~ shows



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

(Section A continued)

how the poet seems to ignore her previous losses because the exclamation mark seems to show excitement for the next part of the passage. As well as this the short sentence is almost an order, for the reader to follow, because the verb is referring to the reader.

Thirdly, the writer deals with the subject of loss by showing the reader how the value of the objects she loses builds up, starting with "door keys", ~~and~~ with the poem eventually dealing with the subject of love: "Even losing you". The build up ~~of~~ in value of objects seems to emphasise to the reader the pace at which she is losing these objects, because every object lost is ~~slightly~~ more shocking to the reader than the object lost before, building up the tension in the poem leading to a climax at the end of the poem about love.

The structure of the poem also serves to keep the pace of the poem up as it is organised into stanzas of 3 lines, making each stanza quick to read and creating the illusion, to the reader, that the ~~poem progresses~~ ~~qu~~ are



(Section A continued)

are progressing quickly through the poem, keeping the reader interested in the poem. Also, the use of enjambment keeps the pace of the poem quick, as the reader has to begin the next line in order to find out what the ~~reader~~ writer was talking about: " ~~the~~ my last, or (new line) next-to-last". Also the hyphens between the words keeps the poem speedy because the ~~writer~~ ~~wants to keep~~ reader will see "next-to-last" as ~~the~~ one idea.

Finally the writer's jovial attitude towards the loss of love furthers the idea that she doesn't care about the loss of her objects because in many reader's minds, love may be what they consider most valuable while this poet just disregards the value of love by ~~the~~ comparing it to other objects lost in the poem such as "Keys" and "watches".

In conclusion, the writer deals with the subject of loss by just ~~on~~ moving on and ignoring the object which she has just lost. As well as this, the quick pace of the poem emphasises this, leading to the poet seeming as though her



P 4 6 2 3 6 A 0 7 1 6

7
Turn over ▶

(Section A continued)

pace of life is too quick ~~to~~ to mourn the
loss of valuable objects.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

8



Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

In this poem the poet uses structure to deal with the subject of loss. One way that he does this is with a ABA, ABA rhyme scheme the writers purpose in this could be to show how loss happens regularly and that we should deal with it. The first 5 stanzas adopt an idea of loss being a common thing of no consequence, this is suggested to us by the uniform 3 line structure, that follows the same pattern. Although perhaps the last stanza having a changed structure is meant to show us that certain losses, perhaps of people, can deeply effect us. The poet repeats two main ideas in this piece, firstly that "The art of losing isn't hard to master" and that loss doesn't "bring disaster". The poets purpose in this may be to emphasise to the reader how loss happens all the time and to everyone, and that we should learn to cope with the little things to deal with a serious loss.

The poet uses specific descriptive skills to show the reader her view on the subject of loss. In the first stanza she



(Section A continued) describes things we do not care about, as "filled with the intent to be lost" she uses a description of this type of loss to suggest to the reader that some things you want to lose and that we should try to apply that feeling to other losses.

The writer uses description that applies to ordinary people throughout the piece, such as "house keys" and this allows the person reading to make a personal connection to the poem. She also escalates the severity of loss through the poem, starting off with 'keys' moving to 'cities' the reason behind this is to introduce the reader to loss of an object as meaningless which juxtaposes the idea of loss being severe if it is the loss of a person or soul. She describes all of the loss as 'not so bad' to hit hard with the idea we can't bounce back so easily for some things.

Another way in which descriptive technique is used by the poet is how she describes it to us in the style like she is teaching the reader a skill. "Accept the fluster" is an imperative that would be more associated with instruction than with dealing with



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

(Section A continued) the sensitive topic of loss. The poet also uses hyperbole to describe her idea of loss to the reader 'a continent' is a clear use of hyperbole and she uses this to get across the point that a person is worth more to her than the whole of a continent.

The poet is also selective of her language in order to express her view on the subject of loss. An example of this is "master" this is showing the reader that loss is something you can become desensitised to, although perhaps suggests its wrong since it doesn't allow you to get an idea of what things mean to you if you don't care about loss. She does this in the final ~~disaster~~ stanza by saying "it may seem like a disaster". This shows that some things come across as bad because they are, but perhaps it can be considered in a different way, that we should see beyond the loss, this is shown by 'seem' - which suggests that the writer believes we should simply deal with loss.

Another choice of her language is "losing farther, losing faster" this shows us that the poet is trying to show how we can learn how to deal with loss by



(Section A continued) practise, as she uses this language to suggest we need to challenge ourselves.

The phrase "not hard" is also used in this piece, this is another way in which we can suggest the writer herself wants to move on, and how we should do the same.

To conclude I would say the poet shows us ^{how} to cope with loss, and she does this by showing small ideas and getting big. However we could see that she doesn't want her audience to be desensitised to important losses.



P 4 6 2 3 6 A 0 7 1 6

7
Turn over ▶

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

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In the extract you can see his desperation to find his bird. Working through a forest whilst it is pouring down with rain and all he seems to care about is finding his bird. You can see that he really wants to find his bird because in one bit it says "his feed disappeared completely"; Sinking, high stepping, slow motion skating when his legs got tired, and stopping when the drifts reached up to his knees. When he stopped he called, and whistled but the only sounds were the echo of his voice and the rain". This shows that he's going through all that just to find his bird. ③



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The writer uses repetition in this extract to show how serious things are. Billy is petrified that he will not find his friend Kes. The writer also uses a lot of similes "Head down like a tired animal" to make it more interesting and so you can visualise the extract. He uses animalistics too "tired animal" comparing Billy as an animal who's desperate for sleep.

The writer shows Billy's desperate search for Kes with a lot of detail and exaggeration.

Billy is battling the woods all by ~~his~~ ^{himself} ~~his self~~ in need to find Kes. This woods isn't nice and sunny but dark and cold "and each space was as damp and dark as a cellar".

4



P 4 6 2 3 6 A 0 4 1 6

(Section A continued) The writer uses a lot of detail to show you how bad the weather is "The rain, millions of drops per second" This isn't just telling but also showing you.

The search for Kes is real.

Billy is going all this way just to find his friend and make sure he is safe.

Billy is ~~the~~ in the pouring rain in the woods with no lights... just fear and desperation to find Kes and get out.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ▶

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Hines' description in the extract is crucial for the theme of desperation, and to convey the "insistent" looking for Ken. Hines uses quite strong and deep adjectives and verbs, such as "blundered" or "robbing", to allow the audience to obtain an understanding of how important Ken is to Billy. He uses triplets like "running, calling, tripping" to give the increased sense of desperation, by summarising Billy's movements and actions with just ~~three~~ three words. Furthermore, the use of onomatopoeid grasps on to the concept of the atmosphere and surroundings of the extract, and he regards "heart of the woods", with "hiss" and "-splash".

Additionally, the use of language plays a "subtle", but key role in opening the audience up to the desperation of Billy for Ken. The extract consists



(Section A continued) of, mainly, rather extended sentences, suggesting that Billy has been searching for Ken for a long time. Hines also inputs breaks at important times, such as "- splash-". The use of the dashes lead the audience to realise that Billy is in the rain, at night, alone and scared. He highlights the word "splash" to truly convey the context and situation Billy is in to the audience. Moreover, ~~with~~ Hines only uses one line of dialogue, "Ken! Ken, Ken!". This suggests how isolated and truly desperate Billy is to find Ken.

Finally, the use of basic paragraphs with a short dialogue part to break it up ~~could~~ suggests the fatigue and tired of Billy; and now, at the end, as Billy comes out where "he first entered", he is losing hope and becoming more and more desperate. Hines also uses the pre-context of the extract to ~~just~~ further highlight the atmosphere of the extract - dark and in the woods.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

Throughout this extract, the writer is able to use a variety of descriptive skills and a wide range of language to describe Billy's desperate search for Kes.

Throughout this extract the writer, Hines, is able to use descriptive skills in order to emphasize Billy's desperation in his search for Kes. He uses similes to describe how determined Billy is to find Kes. "Head down like a tired animal," this is how Hines compares Billy to an animal, emphasizing the determination in his search. "Wild animal" suggests that Billy is out of control and is acting, kind of abnormally whilst searching for his pet. This is a good use of dramatic irony because Billy himself is the one looking for the naturally "wild animal." Another ^{example of a} ~~descriptive simile~~ ~~simile~~ that Hines uses is "They rattled like snakes," this is a good use of personification when he compares the 'dead leaves' to 'rattled like snakes' this doesn't only emphasize the desperation of the search, but it also introduces a sense of something ^{sinister} ~~strange~~ going on, could the bird have been stolen?

In this extract, the writer is able to use descriptive skills other ^{than} ~~than~~ the similes to describe the desperation of this event. The writer is able to use varied punctuation in order to build tension and tell the story effectively. Hines uses the semi-colon



(Section A continued) effectively, at the beginning of the seventh line.

This allows the writer to build the tension by describing Billy's motion with a wide range of vocabulary. The writer is also able to put a rule of three into this extract in order to build the tension of the situation. "Kes! kes! kes!" this emphasizes the desperation of Billy's search, but also it is a very short paragraph, in order to show that Billy might have run out of energy to search any longer.

Throughout this extract, in order to get the desperation across ~~the~~ ^{to the} reader, the writer also uses a large choice of language.

He uses the simile "as damp as a cellar," in order to describe his surroundings, and in order to show the reader how desperate he must be ~~to~~ to want to enter surroundings like this.

The adverbs "damp" and "dark" emphasize the hostility of the situation, using the readers' senses in order to get across how harsh the surroundings are. In the extract, the clever use of language enables the reader to realize the desperation of Billy. "Only sounds," this is another example of engaging the readers' senses that Hines is able to use; which is used very effectively as it gives an image in the readers' heads as to how lonely and strenuous the environment ~~is~~ of which Billy is in.

Hines is able to emphasize the desperate search, with language skills, whilst varying the sentences and paragraphs.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

(Section A continued) The writer's use of "slow motion skating" is an example of the onomatopoeia that Hines uses. This is another example of the fascinating descriptive skills that Hines is able to use, in order to portray a desperate search. Lastly, the varied structure that Hines uses also enables him to portray a sense of desperation. With the longer paragraphs there to tell the story, where all the descriptive techniques and details are embedded, than just the single short ~~par~~ paragraphs to build the tension.

So in my conclusion I think that Hines is only able to create that sense of desperation, because of the different techniques and variety of language and structure he uses.



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The writer immediately portrays Billy's ~~despair~~ desperation in this extract by listing his actions which he is doing in order to find Kes. Hines writes that he 'blundered on, shouting into the darkness, stumbling and falling on all fours'. Hines' use of asyndeton emphasises the great number of things Billy is doing in attempt of finding Kes, conveying how futile all of these attempts are however portraying his desperation as he ~~presses on,~~ ^{presses on,} is ~~completely~~ unperturbed even though his attempts are not working. Furthermore the use of dynamic verbs of 'shouting' and 'falling' combined with the tense of present historic which makes the account more vivid, illustrates ^{all of} his complete efforts that he is making to find Kes, conveying his ~~utter~~ emotion of utter despair.

Hines also uses direct speech of 'Kes! Kes! Kes!' to demonstrate Billy's despair. The use of the exclamation marks ~~reiterates~~ shows Billy's energy and helplessness. We can almost imagine as readers his desperate



(Section A continued) ^{by not bird.} voice calling out for his lost ~~parent~~.
 The repetition of 'kes' also highlights his desire to find his friend and mirrors the deterioration of the situation as after each shout there is no reply. We learn that his call is 'echoed in the pat of the raindrops.' Hines uses this to portray just how futile his call attempt was as the echo bounces back to Billy's own ears instead of his target of Kes.

The writer also uses similes to describe the environment and its danger saying that the trees 'rattled like snakes'. Snakes are seen as deadly animals and are often shown in children's books to be shy and quite sinister. In using snake imagery, ~~Keat~~ ^{Hines} throws emphasis onto the hostility of the environment, pointing out that even Billy's surroundings are working against him. This makes Billy 'veer away, anywhere, running, calling, tripping'. Again, Hines here lists all of Billy's actions, demonstrating his complete despair as highlighted by the word choice of 'anywhere' suggesting that any place was better than the place that Billy is in. He does not care where he goes.



P 4 6 2 3 6 A 0 5 1 6

5

Turn over ►

(Section A continued) as long as it is away from where he is.

Thomas Hines furthermore emphasizes Billy's desperate search when he writes about the 'millions of [rain] drops per second.' ~~The~~ In using the number millions, Hines is conveying the complete scale of the rain, suggesting just how helpless Billy is. Furthermore he goes ~~on~~ on to ~~describe~~ describe that they 'gathered underneath heavier drops!' The use of the comparative of 'heavier' highlights the deterioration of the situation illustrating the complete lack of hope in Billy's search. Hines then goes on to use the onomatopoeia of 'splash' to make the story more vivid. We as readers can imagine this sound and the feeling of despair we feel when we hear the first drop of rain splash before us when we are outside. In engaging with our senses, Hines helps us to imagine the ^{helpless} environment Billy is in. This is further continued with the sensory language of 'rotting wood.' This not only engages our sight but also smell. The smell of 'rotting' is so disgusting that it further emphasizes the hostility and greyness of the environment.



(Section A continued) while also giving connotation to death of rotting flesh. Hines may be using the decay of the environment to mirror the decay of Kes foreshadowing the decay of Kes if he is not found. Hines creates an ominous tone portraying just how despairing the search is.

Hines also uses structure to demonstrate how despairing the situation is. Hines finishes with the last sentence of 'he hit the path again, crossed into the other side of the wood and back tracked, coming out of the stile where he had first entered.' The cyclical structure here is almost cyclical mirroring how despairing the situation is as he has returned just back in the place where he started. Hines also uses bathos here to emphasise his wasted efforts as it is an incredibly anti-climactic ending as he never does find Kes. Hines uses the structure ~~to~~ to highlight just how futile all his attempts were on the inevitability that Kes will not be found.



P 4 6 2 3 6 A 0 7 1 6

7

Turn over ►

SECTION B

Answer EITHER Question 3 OR Question 4.

3 How are women presented in *La Belle Dame sans Merci* and *Poem at Thirty-Nine*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

4 Show how the poets convey their feelings about love in *Sonnet 116* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .Chosen question number: Question 3 Question 4

In the poems, 'La Belle Dame sans Merci' and 'Poem at Thirty-Nine' both John Keats and Alice Walker explore the theme of women. Both poems convey their view of women, but present them in very different ways.

Firstly, in 'La Belle Dame sans Merci', Keats presents women (his for his personal experience with them) in a very negative way. At first, we instantly get a negative. In the setting, the writer describes a place where "no birds sing". This evokes a very negative tone and creates a sense of loss of life or meaning. We are instantly able to see how somber, and



(Section B continued) ^{Poem} almost sinister the ~~tone~~ is due to this lifeless imagery. Later, we see a big shift in the tone when ^{the writer} ~~the women~~ conveys the women. The writer describes her, "full-beautiful - a fairy's child". The adjective "beautiful" enables us to see the narrator's immediate infatuation with her. Furthermore, the idea of being a "fairy's child" ^{enables} ~~creates~~ us to understand how the woman's beauty is almost unreal ~~and~~, ~~it~~ thus creating a mysterious tone. This idea is further reinforced when the writer describes "her eyes wild" (at the end of that stanza). We get a sense of excitement, and liveliness from the narrator, and also are able to see the magical aura the woman carries; as the adjective, "wild" ^{suggests} ~~creates a sense~~ of majestiness and awe. This ~~big contrast~~ contrast in tone enables us shocks the reader at the end when the tone once more becomes negative. The writer conveys ~~the~~ how other men "cried - 'La Belle Dame sans Merci' ^{and} ~~and~~. The idea of a woman without mercy allows us to see how negative and almost angry the narrator's view of the woman became. This emotive response is carried on in the next



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ►

(Section B continued) line when "she harm in morally".
The use of the exclamation mark emphasizes the emotion, and extreme sadness of the narrator. As a result, the contrast in tone gives us a very negative presentation of women - as she left the man in such a terrible state.

In the poem, 'Poem at Thirty-Nine', Walker presents women (herself) in a positive way. Throughout the poem she reflects on her father and how she is shaped by him. At the end of the poem, Walker describes how "he would have grown to admire the women I've become". This statement portrays the women in a very positive, thoughtful way. It enables us to understand ^{the} ~~the~~ writer's intentions of making her father proud. Thus portraying her is a nice, loving ^{view} ~~way~~.
Moreover, the writer describes how "Now I look and cook just like him". The rhyme in "look" and "cook" create a sense of playfulness and lovingness. ~~The way~~ We are able to understand how this woman has her qualities due to her father. This sense of strong, loving parental relationship ~~is~~ portrays the ~~pro~~ narrator in a positive way and



(Section B continued) Creates a blissful tone. This idea of having good values is also hinted when the writer writes, "happy to feed whoever strays my way". The writer enables us to understand how the narrator now has the good, moral qualities of a woman due to her father's influence.

Similarly, ~~in~~ both writers convey some sense of sadness involving women. In 'La Belle Dame sans Merci', Keats ~~en~~ portrays ~~his~~ the ~~po~~ narrator's extreme sense of longing and sadness due to the loss of a loved one. For example, the writer describes the narrator "Alone and palely loitering". The use of "alone" highlights the narrator's isolation, and the imagery of "loitering" connotes a sense of loss of meaning or purpose. ~~At~~ the ~~adjective~~, "palely" also suggests that the man is already dead. In this sinister, somber imagery, ~~the~~ the writer makes it clear that the narrator is suffering due to the loss of a woman ~~that~~ (whom he loved), thus creating a melancholic tone. Furthermore, in 'Poem at Thirty-Nine', Walker conveys her longing, and



P 4 6 2 3 6 A 0 1 3 1 6

13

Turn over ►

(Section B continued) Sadness for due to the loss of her father. The writer writes, "How I miss my father!". The use of ~~an~~ exclamation mark emphasizes how the narrators emotive response, and how she longs for her father. As a result, we are able to understand how the woman reflects, and feels sad due to the loss of a loved one - her father. This idea is shown in both poems.

However, 'Poem at Thirty-Nine' conveys the writer's feelings in a very different way. The writer uses free verse throughout in order to convey a sense of natural speech. Due to this we get a more relaxed, calm tone from the writer. Furthermore, the writer presents women as loving and more thoughtful.



SECTION B

Answer EITHER Question 3 OR Question 4.

- 3 How are women presented in *La Belle Dame sans Merci* and *Poem at Thirty-Nine*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4 Show how the poets convey their feelings about love in *Sonnet 116* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

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Chosen question number: Question 3 Question 4

The woman in the poem has lost her father, she regrets for not spending much enough time with him "I wish he had not been so tired when I was born." meaning that he possibly didn't pay it wasn't there for her all the time. The woman looks up to him and admires him. She was taught how to write deposit slips and checks and everytime she does she thinks of him, "Writing deposit slips and checks I think of him. He taught me how." This will always remind her of him. The woman's father was very incredibly important to her life as she uses the repetition of "How I miss my



(Section B continued) father!" Showing that women
~~are very caring~~ in both poems are
loving someone "She looked at me
as she did love" as the woman in poem
Thirty-Nine shows love to her father
where as woman in poem La Belle
is showing love to a man she just
met. Both poems are about a man
they love that they don't know much.



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ►

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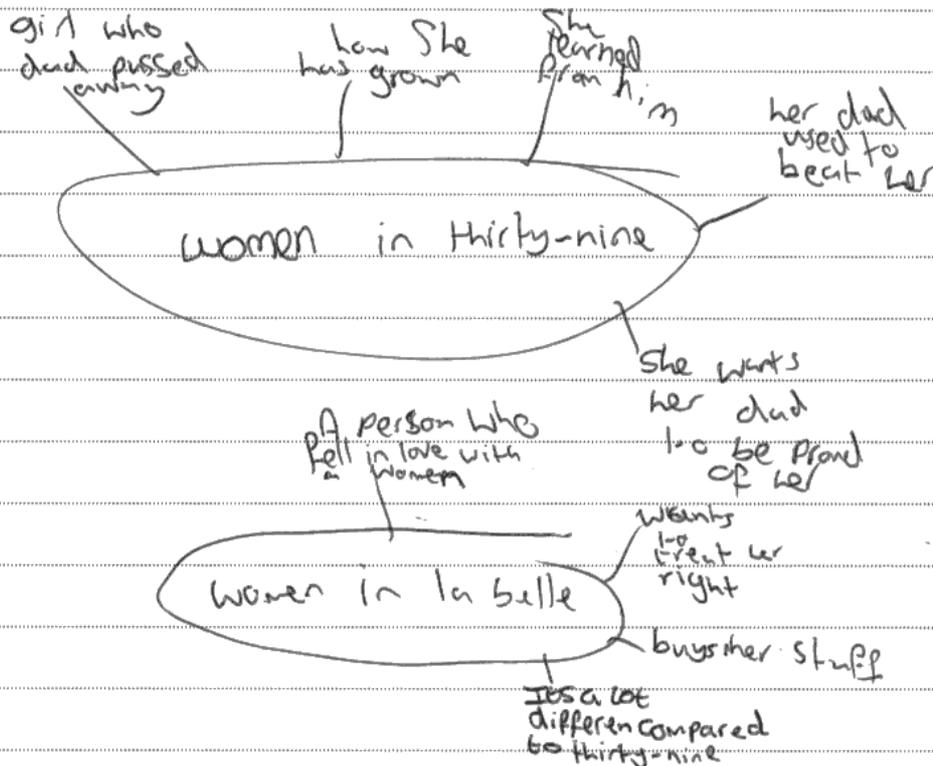
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Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4



(Section B continued) The 2 poems present women in different ways, thirty-nine presents a woman who dad passed away and she wants him to be proud of her.

La Belle Dame sans Merci is a poem about a man who falls in love with a woman and he wants to treat her like a princess. He wants to buy her bracelets and just treat her right.

They both express women in different ways one is a sad story about her dad passing away and one was a romantic story. ~~They both~~

In thirty-nine you know that she wanted her dad to be proud of her by the way she puts "He would of grown to admire the woman i've become" She misses her dad and she tried to be just like him.

In La Belle Dame sans Merci they talk more like there from 18th century and you can tell he fell in love with her by "I met a lady in the woods full beautiful" From then you could tell he liked her a lot. and it



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ▶

(Section B continued) These 2 poems both see women in different ways one ~~thinks~~ thirty-nine sees women as being hard working but La Belle Dame sans Merci sees women as being beautiful and romantic both of these are ~~writers~~ the writers expectations of women.



SECTION B

Answer EITHER Question 3 OR Question 4.

- 3 How are women presented in *La Belle Dame sans Merci* and *Poem at Thirty-Nine*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4 Show how the poets convey their feelings about love in *Sonnet 116* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

In the poem *La Belle Dame Sans Merci - A Ballad* the women are presents as this of dreams. Also they are presented by the writer as "Full beautiful" making the reader think a woman that's too good to be true and understand some of the feelings behind the man in this story.

~~The writer starts~~

The writer starts describing the woman as "hair was long, her foot was light, and her eyes were wild." By this description of the woman we start to get a more of an insight of her, we see that she has the standard long hair and light feet but we also see another side from the words "eyes were wild." By the writer using this we see a may be mysterious different side to this dreamy wonder woman. maybe either she has a



(Section B continued) history. By the writer doing this presents women to be mysterious or maybe a sort of wild.

In the poem at Thirty-Nine women are presented as strong individuals and people who can learn easily from their father or just a parent no matter the task, or they will at least try. We know this from the quote "deposit slips and checks I think of him. He taught me how." Also later on in this stanza "even in high school has a savings account." By the writer doing this it shows that the father wanted her daughter to know how to be independent even from an early age.

The writer describes women as strong and good observers in the poem at Thirty Nine. We know this from the quote "He cooked like a ~~man~~ person dancing in a yoga meditation." We know that the daughter also learns this from her father from the quote at the beginning of the stanza after that "Now a look and cook just like him." By the writer using this she is showing women can be strong and independent and can learn from her father's habits that even he didn't teach her to do.



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ▶

SECTION B

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In the poem 'La Belle Dame sans Merci' women are presented as beautiful and romantic, we can see this in the phrase 'Full beautiful - a faery's child, her hair was long, her foot was light, and her eyes were wild.' This suggests that the writer thinks her hair is long and lovely, her eyes were gorgeous and she all together was beautiful. The phrase 'She looked at me as ~~if~~ she ~~did~~ did love!' This shows that lady has

10



P 4 6 2 3 6 A 0 1 0 1 6

(Section B continued) few in love with the knight. Looking at him with no hatred but all love. The phrase 'And there I dreamed' suggest that now he's asleep all he can dream of is the beautiful lady he has met. In this phrase the writer shows the love he has for the lady.

In the poem 'poem at thirty nine', women are presented as leaders from their fathers. The sentence 'How I miss my father' suggests that her father may have died. The writer tries to make the reader feel sudden guilt. The ~~some~~ phrases 'I think of him. He taught me how' suggest every time she remembers her father, she remembers everything he had taught her. This makes audience see how much her father meant to her. The phrase 'even in high school had a savings account' shows that her father had made her



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ►

(Section B continued) A Savings account so when he had gone she didn't have nothing. This shows the reader her father had a lot of love for her. The phrase 'telling the truth did not always mean a beating' this suggest he had taught his daughter that lying isn't good. This shows the reader he taught his daughter well. The phrase 'He cooked like a person dancing in a yoga meditation' suggests her father always enjoyed cooking. This shows the reader he loved his family. The phrase 'now I look and cook just like him' shows that she takes after her father, following everything he did when he used to cook. This shows the reader how close they were. The phrase 'He would have grown to admire the women I've become: cooking, writing, chopping wood, staring into the fire'. This suggests she has followed everything he use to



(Section B continued) do, just like him.



13
Turn over ▶

SECTION B

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- 3 How are women presented in *La Belle Dame sans Merci* and *Poem at Thirty-Nine*?
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(Total for Question 3 = 20 marks)

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Chosen question number: Question 3 Question 4

In "Sonnet 116" and "La Belle Dame sans Merci: A Ballad" the poet convey their feeling about love. "Love is not love" from sonnet 116 shows that William Shakespeare believes that love is not true and seems complicated it can be removed. "La Belle Dame sans Merci: A Ballad" is about being lead into false love "she looked as she did love me" he fell for her because he was so lonely he ^{life} ~~was~~ was so quiet and dim without anyone. "Alone and palely loitering": when he met this lady in the ~~fields~~ meads and done nice pleasuring thing for her he then thought love could happen "I Love thee true"



SECTION B

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Chosen question number: Question 3 Question 4

In the poem 'Sonnet 116' the writer is describing a marriage.

This poem is ~~describ~~ describing love and 'real love'. Shakespeare adds 'loves not times fool' this meaning love doesn't have all the time in the world and ~~is~~ implying that they don't have a lot of time to love each other like they should do.

~~The~~ This poem just has one stanza throughout the whole poem. This could



(Section B continued)

ALSO Show that theres no time left to love as theres no breaks, saying theres no breaks within this marriage.

'love alters' is another quote shakespeare put in, describing the fact love doesn't stay the time and the fact that love always changes.

'Poem at thirty-nine' is my other chosen poem. This poem describes a father daughter relationship.

'How I miss my father' missing someone the majority of the time can show someones love for them.

'Alice walker' the poets repeats 'how I miss my father' to show the impact on how much this girl misses him. Describing that he father taught her whats wrong and right, what to do in situations and also how much he would



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ▶

(Section B continued)

admire her as 'the woman ~~is~~ I've
become' this implies to the reader that
she has become a nice person.

These ~~is~~ poems are both very different
but both show they're feeling towards
the love they have.



SECTION B

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Chosen question number: Question 3 Question 4

In sonnet 116, William Shakespeare's language conveys his feelings about love in the poem. When ~~the~~ he uses the words, 'Admit impediments; love is not love', this quote suggests that he thinks love is sometimes not what you expect it to be like. It implies that he admits he thinks that love is something different and that he feels like love may not be love.

In the poem 'Poem at thirty nine', the poet shows her ~~her~~ feelings about love by sharing her memories about her father. She uses the repetition of the phrase 'how I miss my father'. This quote implies that she



(Section B continued)

is very upset about her father dying. It also suggests that she has very strong memories about her father from when she was younger. This creates an effect on the reader of nostalgia because it is showing that she misses her father and she has strong memories about him.

'Sonnet 116' compared to 'poem at thirty nine' show ~~the~~ the theme of love but both in different ways. 'Sonnet 116' is showing that love is shown through marriage whereas in 'poem at thirty nine' love is shown through the poet's memories of when she was younger. The 'sonnet 116' shows love in an older way whereas the 'poem at thirty nine' is written in a more modern way.

'Poem at thirty nine' shows a father, daughter relationship when the poet says 'He taught me how ~~say~~ suggests that she is very thankful for what her father had given to her and now she has memories which remind her of these things. This makes the reader think about relationships they had with their



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ►

(Section B continued)

family.

William Shakespeare conveys the theme of love when he says 'love alters not with his brief hours and weeks'. This implies that he thinks love takes a long time to change. It also suggests that he feels like ~~love~~ love lasts a long time without changing.

This is similar to the feelings of love shown in 'poem at thirty nine' because the poet's language shows that her relationship with her father is unforgettable because she is only talking about the memories that she has of her father.



SECTION B

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In Sonnet 116 and Remember the poets convey their feelings about love in different ways.

In Sonnet 116 Shakespeare conveys his feelings about love by saying it is an "ever fixed mark" this tells us how love is always going to be there. It also implies that even if it isn't always there, ~~love~~ this "true" love will leave a mark on your heart. It will have a big impact on your life and stay with you forever.

Whereas in Remember Rossetti conveys her feelings of love as



(Section B continued) though they die out ~~also~~
When the person dies.

"forget and smile

Than that you should remember
and be sad"

This shows us that Rossetti thinks
that because a person isn't with
us our love for them should go
When they do.

In Sonnet 116 Shakespear conveys
his feelings about love. he does this
by writing "love alters" this makes
me think that Shakespear means
love changes through different
Circumstances. That it changes as
the person you love changes. It
makes me think that by love
changing it helps the couple to
get along more. Shakespear could
also have people thinking about
something else when they hear
"love alters"

For example it changes when the
love is dying, that the love for
each other may just be as friends
now.



P 4 6 2 3 6 A 0 1 1 6

11

Turn over ►

(Section B continued) In Remember Rossetti conveys her feelings about love in the things she writes in her poem. As the love is there for the person but she does not want the love to be a burden. "That you should remember and be sad". The love is there but it seems to be as though it is getting in the way and doesn't want the love to come between the other person's happiness.

Both of the poems are short and have one stanza but Shakespeare and Rossetti have done this for very different reasons.

Shakespeare's is for the fact that love may not last forever. As things happen that change the way people feel towards each other.

Whereas Rossetti has written her poem in a one stanza because love is ~~always~~ cut short. She hasn't been able to do much with the other person "that you planned".



(Section B continued) Shakespeare has written many different things in Sonnet 116 that could have different meanings and be interpreted in different ways. I think that Shakespeare's poem was about the trouble and mess that you get into when you fall in love.

I think this because

"Within his bending Sickle's Compass Come" could be referring to the Grim reaper, which is trouble and he causes a lot of mess.

I also think that because ~~he~~ Shakespeare writes "nor no man ever loved" that people only pretend to love you because they want something out of it e.g. money.

Rossetti's poem represents love in a deeper way, where you have to find what she really means.

I think this because she doesn't actually use the word "love" in her poem. I think her main



P 4 6 2 3 6 A 0 1 3 1 6

13

Turn over ►

(Section B continued) Message was to not hold onto the love that you have for somebody when they leave, because they won't be coming back.

DO NOT WRITE IN THIS AREA



SECTION B

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Chosen question number: Question 3 Question 4

In the two poems ¹¹ ~~11~~ Sonnet 116¹¹ and ¹¹ ~~11~~ My Last Duchess Ferrara¹¹, the feelings of about love are presented in rather contrasting ways. While ¹¹ ~~11~~ Sonnet 116¹¹ is written solely about how wonderful and enlightening love is¹¹, ¹¹ ~~11~~ My Last Duchess¹¹ is written in a more sinical way about how love can damage us.

The structure of ¹¹ ~~11~~ Sonnet 116¹¹ is used mainly in Shakespearean poems that are about love. Structured like this shows that William Shakespeare thinks positively about love in a rather fairytale



(Section B continued) like way. However "My Last Duchess Ferrara" is presented in form with no stanzas. Being presented like this helps the flow of Robert Browning's ideas come through. Readers will easily be able to understand the negative feelings from the poem because having no stanza break will emphasise this to them.

William Shakespeare uses the metaphor "That looks on tempests and is never shaken" to present love as a lighthouse. Something that will always be there through storms (tempests) and will never be broken. Strong metaphors like this, creates clear ideas to the readers that the view of love is something very positive and reliable to you. You will never lose it. "She had a heart" is in the past tense in "My last Duchess Ferrara". Past tense gives the readers connotations that something has changed. It can give the idea that she has died, which is a negative tone. Robert Browning does this to present the love in a rather sinical way. In the poem you



P 4 6 2 3 6 A 0 1 1 1 6

11

Turn over ►

(Section B continued) learn that the Duke is not happy with her behaviour, so when you read this sentence you ~~understand it~~ infer that he had killed his wife. The feelings of love in this poem are clearly opposite and contrast against each other.

In "My Last Duchess" the use of rhetorical questions are to undermine his wife. For example "Much the same smile?", he questions whether she treats him any different ~~for~~ from other men that she meets. Browning creates the uncertainty about the truthfulness of love. However in "Sonnet 116" Shakespeare ~~press~~ presents it as something that is consistent and forever there. "Love alters not with his brief hours of time", the idea that even time can't change love clearly creates the strength of love.

"Sonnet 116" is written with ~~X~~ iambic pentameter. Patterns of syllables like this can imitate the form of a heartbeat. Forms like this help the atmosphere of the poem to create



(Section B continued) the exaggerated view of positive love. It creates a more realistic poem, as people generally think of hearts when talking about positive love. On the other hand Robert Browning doesn't create this atmosphere. He uses a more clustered form, as if the Duke was making a list of all the things his wife did wrong.

At the end of "Sonnet 116" Shakespeare states "I never wnt, nor no man ever loved". The certainty of this sentence ends the poem in a ~~va~~ very positive way, as he clearly states that love is true and everything he says in the poem is correct. It gives the reader the clarity of what he is trying to say in the poem. But Robert Browning, finishes "My Last Duchess Ferrara" in a rather sinical way. He talks about a statue especially made for "me!", which ~~has~~ ^{gives} the ideas that love can be a selfish thing. The Duke ended with something amazing for him, but she was killed.



P 4 6 2 3 6 A 0 1 3 1 6

13

Turn over ►

(Section B continued)

Between the poems "Sonnet 116" and "My Last Duchess ~~Ferr~~ Ferrara" love is presented in two different ways. ~~to show~~ One poem is extremely positive and the other is more cynical ~~ab~~ and about how love can be a selfish thing to experience, with bad consequences.

