**General Certificate of Education (A-level)
January 2013**

English Literature A   **LTA1A**

(Specification 2740)

Unit 1: Texts in Context

Option A: Victorian Literature

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

The Assessment Objectives

- Assessment in English Literature is unlike that in most other subjects where Assessment Objectives can be assessed discretely.
- Experience of examining in this subject and research conducted into how candidates approach answering questions show that there is never an occasion where one can assess a single Assessment Objective discretely.
- Some Assessment Objectives, such as AO1 and AO2, are present in all questions on this paper.
- In this paper, some Assessment Objectives have different weightings in different questions.
- The specification and its units have been constructed and the questions have been framed so that the Assessment Objectives are targeted in the proportions set out in the specification and reprinted below.

Weighting of Assessment Objectives for AS
The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall weighting of AOs (%)
	Unit 1	Unit 2	
AO1	12	12	24
AO2	18	14	32
AO3	12	10	22
AO4	18	4	22
Overall weighting of units (%)	60	40	100

Weighting of Assessment Objectives for this paper
The table below shows the Assessment Objectives tested by each question and the approximate numbers of marks available.

Assessment Objectives	Question Weightings (by mark)	
	Question 1	Questions 2-7
AO1	3	15
AO2	12	15
AO3	3	15
AO4	27	
Overall weighting of questions	45	45

How to use the Grids and the marking scheme

- For each question in this unit, in addition to the Assessment Objectives common to all questions (AOs1 and 2), there is a **key Assessment Objective** which should be used in the first stage of assessing the answer. For Question 1, this is AO4; for all set text questions, this is AO3.
- Having placed the answer in a band of the grid, move on to verify this mark by considering the other relevant AO columns (AOs 1, 2 and 3 for Question1; AOs 1 and 2 for the set text questions).
- This is a skills based mark scheme. The whole specification is designed to encourage the development of the **autonomous reader.** In the coursework, this is encouraged through teachers/candidates taking responsibility for **choice of text** and **construction of task.** In the examination, candidates are invited to answer questions which present **unprepared material** and require reference to **individualised wider reading** (like the context question here) and **open questions** which invite the candidate to **make their own selection of the poems they wish to write about** (as in the poetry set text question).
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It is therefore the candidate who sets the agenda and chooses the relevant material with which to answer the question. The examiner will be judging **the appropriateness, the relevance and the accuracy of those choices.**

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of literary texts b) make few uses of appropriate terminology or examples to support interpretations c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language b) assert some aspects with reference to how they shape meaning c) make limited references to texts.	Candidates characteristically: a) make few links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a limited way.	Candidates characteristically: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of literary texts b) make simple use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language b) describe some aspects with reference to how they shape meaning c) make related references to texts.	Candidates characteristically: a) make straightforward links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts b) explore how writers use specific aspects to shape meaning c) use specific references to texts to support their responses.	Candidates characteristically: a) explore links and connections between literary texts b) communicate understanding of the views expressed in different interpretations or readings	Candidates characteristically: a) communicate understanding of the relationships between literary texts and their contexts b) comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were – and are – received.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts with confidence b) present relevant, well-informed responses, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts with insight b) confidently explore how writers use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to texts to support their responses.	Candidates characteristically: a) explore links and connections between literary texts with confidence b) communicate understanding of the views expressed in different interpretations or readings in a mature, sophisticated manner.	Candidates characteristically: a) communicate a mature understanding of the relationships between literary texts and their contexts b) comment in a sophisticated manner on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were – and are – received.

1.   Read the following extract carefully. It is taken from Catherine Parr Traill's memoir *The Backwoods of Canada* (1836), which was a best-seller throughout the Victorian era. Catherine Parr Traill was born in England in 1802 and emigrated to Ontario in 1832. Here she considers the difficulties awaiting those who left Britain to start a new life in the Canadian colonies, part of the British Empire.

How does the writer present her thoughts and feelings about aspects of Victorian life?

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

FOCUS   Extract and wider reading in Victorian literature about the British Empire and about the position of women in society.

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

INDICATIVE CONTENT
Analysis of extract:
- Subject Matter: Catherine Parr Traill's ideas about emigration (difficulties, benefits, motives); emphasis on the importance of women and families in the colonial process; attitudes to Britain and Canada; ideas about duty and civilization; ideas about female and male roles.
- Form, structure and language: complex sentence structures; highly informed and informative voice. Persuasive, but warning too (reflected in the mix of adjectives: "healthful", "pleasant", "peaceful" / "rough", "trackless"). Patriotic vocabulary with repeated imperial buzzwords ("Britain", "British", "civilization") and military references.

Possible links to wider reading – candidate to find links with wider reading in terms of both similarity and difference:
- other writing about the British Empire (in prose, poetry and drama)
- other writing about ideas of progress (by both male and female authors)
- other personal writing, including memoirs, autobiographies, diaries and letters
- other presentations of the position of women in the Victorian era.

	Assessment Objective 1 (3 marks)	Assessment Objective 2 (12 marks)	Assessment Objective 3 (3 marks)	Assessment Objective 4 (27 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the ways Traill presents her thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of Traill's memoir c) attempt to communicate meaning but use inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in Traill's memoir b) assert some aspects with reference to how Traill shapes meaning c) make limited references to Traill's memoir.	Candidates characteristically: a) make few links and connections between Traill's memoir and wider reading texts b) reflect the views expressed in other interpretations of Victorian literature in a limited way.	Candidates characteristically: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or the Victorian period.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Traill's memoir b) make simple use of appropriate terminology or examples to support interpretations of the ways Traill presents her thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Traill's memoir b) describe some aspects with reference to how Traill shapes meaning c) make related references to Traill's memoir.	Candidates characteristically: a) make straightforward links and connections between Traill's memoir and wider reading texts b) reflect the views expressed in other interpretations of Victorian literature in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or the Victorian period.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Traill's memoir b) present relevant responses to the ways Traill presents her thoughts and feelings, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in Traill's memoir b) explore how Traill uses specific aspects to shape meaning c) use specific references to Traill's memoir to support their responses.	Candidates characteristically: a) explore links and connections between Traill's memoir and wider reading texts b) communicate understanding of the views expressed in different interpretations or readings of Victorian literature.	Candidates characteristically: a) communicate understanding of the relationships between Traill's memoir and the Victorian context. b) comment appropriately on context: the influence of culture, text type, literary genre or historical period on the ways in which Victorian literary texts were written and were - and are – received.

Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Traill's memoir with confidence b) present relevant, well-informed responses to the ways Traill presents her thoughts and feelings, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Traill's memoir with insight b) confidently explore how Traill uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Traill's memoir to support their responses.	Candidates characteristically: a) explore links and connections between Traill's memoir and wider reading texts with confidence b) communicate understanding of the views expressed in different interpretations or readings of Victorian literature in a mature, sophisticated manner.	Candidates characteristically: a) communicate a mature understanding of the relationships between Traill's memoir and the Victorian context. b) comment in a sophisticated manner on context: the influence of culture, text type, literary genre or historical period on the ways in which Victorian literary texts were written and were - and are – received.

2.   "Clare is at his most effective when he writes about the changes taking place in the countryside during his lifetime."

How far do you agree with this view of Clare's poetry?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

FOCUS   Given view / two or three poems, whole text

KEYWORDS   most effective, changes taking place in the countryside during his lifetime, how far do you agree

INDICATIVE CONTENT
To produce a balanced debate, the candidate's choice of poetry should include **both** poetry that supports the idea that Clare's protest poetry is his most effective **and** poetry that enables the candidate to consider arguments against this view.

- Supporting poems **might** include 'Remembrances', 'The Lament of Swordy Well', 'The Fallen Elm' or 'The Moors'.
- A counter-argument **could** be provided by poems in which Clare deals effectively with other subjects, such as landscapes which do not appear to be under threat ('Emmonsales Heath'), birds ('The Wren'), community ('Sport in the Meadows') or love ('First Love's Recollections').
- Candidates who read closely will **perhaps** evaluate the poems in which Clare makes other protests ('The Parish', 'Shadows of Taste') or consider the ways in which destruction and loss are important elements in poems other than those about landscape ('The Flitting', 'Sonnets: The Hedgehog' and 'A Vision').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Clare's poetry b) make few uses of appropriate terminology or examples to support interpretations of the idea that Clare's protest poetry is his most effective c) attempt to communicate meaning but use inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Clare's poetry b) assert some aspects with reference to how Clare shapes meaning c) make limited references to Clare's poetry.	Candidates characteristically: a) make few links and connections between Clare's poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Clare's poetry b) make simple use of appropriate terminology or examples to support interpretations of the idea that Clare's protest poetry is his most effective c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Clare's poetry b) describe some aspects with reference to how Clare shapes meaning c) make related references to Clare's poetry.	Candidates characteristically: a) make straightforward links and connections between Clare's poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Clare's poetry b) present relevant responses to the idea that Clare's protest poetry is his most effective, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Clare's poetry b) explore how Clare uses specific aspects to shape meaning c) use specific references to Clare's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Clare's poems b) communicate understanding of the given view c) consider different interpretations of Clare's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Clare's poetry with confidence b) present relevant, well-informed responses to the idea that Clare's protest poetry is his most effective, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Clare's poetry with insight b) confidently explore how Clare uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Clare's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Clare's poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Clare's poetry in a cogent manner d) construct an illuminating debate.

3.   Remind yourself of 'Memory', the last poem in this selection.

        To what extent do you feel that this poem provides an appropriate conclusion to the selection?

FOCUS   'Memory' / whole text

KEYWORDS   To what extent do you feel, effective conclusion to the selection

INDICATIVE CONTENT
   - Analysis of 'Memory', featuring relevant comment on subject matter (eg death and its aftermath; isolation and immortality) and form, structure and language (eg sonnet form; first person voice; elegiac tone; imagery of death and nature).
   - Links to other poems show 'Memory' as an effective conclusion: poems with similar subject matter (eg 'To be Placed at the Back of his Portrait' or 'Song's Eternity') or with similar form, structure and language (eg 'Glinton Spire' or 'The Fallen Elm').
   - Counter-arguments, based on those elements of Clare's writing not present in 'Memory', are used to produce a balanced debate: eg love poetry ('Song: Say what is love'), satire (from 'The Parish') or celebration ('Sport in the Meadows').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
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Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Clare's poetry b) make few uses of appropriate terminology or examples to support the idea of 'Memory' as an effective conclusion c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Clare's poetry b) assert some aspects with reference to how Clare shapes meaning c) make limited references to Clare's poetry.	Candidates characteristically: a) make few links and connections between 'Memory' and other Clare poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Clare's poetry b) make simple use of appropriate terminology or examples to support the idea of 'Memory' as an effective conclusion c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Clare's poetry b) describe some aspects with reference to how Clare shapes meaning c) make related references to Clare's poetry.	Candidates characteristically: a) make straightforward links and connections between 'Memory' and other Clare poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Clare's poetry b) present relevant responses to the idea of 'Memory' as an effective conclusion, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Clare's poetry b) explore how Clare uses specific aspects to shape meaning c) use specific references to Clare's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Memory' and other Clare poems b) communicate understanding of the given view c) consider different interpretations of Clare's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Clare's poetry with confidence b) present relevant, well-informed responses to the idea of 'Memory' as an effective conclusion, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Clare's poetry with insight b) confidently explore how Clare uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Clare's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'Memory' and other Clare poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Clare's poetry in a cogent manner d) construct an illuminating debate.

4.   "Childhood is the most important theme in the poetry of the Brontës."

How far do you agree with this view of the Brontës' poetry?

In your answer, you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

FOCUS   Given view of the Brontës' poetry / two or three poems, whole text

KEYWORDS How far do you agree, childhood, most important theme

INDICATIVE CONTENT
- To produce a balanced debate, the candidate's choice of poems should include **both** poetry that supports the view that childhood is the most important Brontë theme **and** poetry which enables the candidate to construct a valid counter-argument.
- Poems that support the given view **might** include 'Retrospection', 'Epistle From a Father to a Child in Her Grave', 'Tell me, tell me, smiling child or 'Memory'.
- A counter-argument **could** be provided by poems with no obvious reference to childhood, such as 'He saw my heart's woe', 'Penmaenmawr, 'The Prisoner' or 'A Prayer'.
- Candidates who read closely will **perhaps** evaluate the effects created by images of childhood in a wide range of Brontë poems, including 'Mementos', 'Song to A.A.', 'Dreams' or 'The Bluebell'

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the Brontës' poetry b) make few uses of appropriate terminology or examples to support interpretations of the idea that childhood is the most important Brontë theme c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in the Brontës' poetry b) assert some aspects with reference to how the Brontës shape meaning c) make limited references to the Brontës' poetry	Candidates characteristically: a) make few links and connections between the Brontës' poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the Brontës' poetry b) make simple use of appropriate terminology or examples to support interpretations of the idea that childhood is the most important Brontë theme c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in the Brontës' poetry b) describe some aspects with reference to how the Brontës shape meaning c) make related references to the Brontës' poetry.	Candidates characteristically: a) make straightforward links and connections between the Brontës' poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the Brontës' poetry b) present relevant responses to the idea that childhood is the most important Brontë theme, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in the Brontës' poetry b) explore how the Brontës use specific aspects to shape meaning c) use specific references to the Brontës' poetry to support their responses.	Candidates characteristically: a) explore links and connections between the Brontës' poems b) communicate understanding of the given view c) consider different interpretations of the Brontës' poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the Brontës' poetry with confidence b) present relevant, well-informed responses to the idea that childhood is the most important Brontë theme, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in the Brontës' poetry with insight b) confidently explore how the Brontës use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the Brontës' poetry to support their responses.	Candidates characteristically: a) explore links and connections between the Brontës' poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of the Brontës' poetry in a cogent manner d) construct an illuminating debate.

5.   Remind yourself of 'Will the day be bright or cloudy?', the first poem by Emily Brontë in this selection.

To what extent do you feel that this poem would provide an effective introduction to the whole selection?

FOCUS   'Will the day be bright or cloudy?' / whole text

KEYWORDS   To what extent do you feel, effective introduction, whole selection

INDICATIVE CONTENT
- Analysis of 'Will the day be bright or cloudy?', featuring relevant comment on subject matter (eg simple nature poem or extended metaphor for human existence?) and form, structure and language (eg stanzaic form; elements of refrain; natural and religious language; rhetorical voice).
- Links to other poems show that this poem could be an effective introduction to the Brontës' poetry: poems with similar subject matter (eg, 'Love is like the wild rose briar' or 'The Arbour') or with similar form, structure and language (eg 'Tell me, tell me, smiling child' or 'Life').
- Counter-arguments, based on those elements of the Brontës' poetry not present in 'Will the day be bright or cloudy?', are used to produce a balanced debate: eg narrative poetry ('The Prisoner'), poems of place ('Penmaenmawr') or the presentation of fantasy worlds ('Augusta').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the Brontës' poetry b) make few uses of appropriate terminology or examples to support the idea of 'Will the day be bright or cloudy?' as an effective introduction c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in the Brontës' poetry b) assert some aspects with reference to how the Brontës shape meaning c) make limited references to the Brontës' poetry	Candidates characteristically: a) make few links and connections between Will the day be bright or cloudy?' and other Brontë poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the Brontës' poetry b) make simple use of appropriate terminology or examples to support the idea of 'Will the day be bright or cloudy?' as an effective introduction c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in the Brontës' poetry b) describe some aspects with reference to how the Brontës shape meaning c) make related references to the Brontës' poetry.	Candidates characteristically: a) make straightforward links and connections between Will the day be bright or cloudy?' and other Brontë poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the Brontës' poetry b) present relevant responses to the idea of 'Will the day be bright or cloudy?' as an effective introduction, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in the Brontës' poetry b) explore how the Brontës use specific aspects to shape meaning c) use specific references to the Brontës' poetry to support their responses.	Candidates characteristically: a) explore links and connections between Will the day be bright or cloudy?' and other Brontë poems b) communicate understanding of the given view c) consider different interpretations of the Brontës' poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the Brontës' poetry with confidence b) present relevant, well-informed responses to the idea of 'Will the day be bright or cloudy?' as an effective introduction, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in the Brontës' poetry with insight b) confidently explore how the Brontës use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the Brontës' poetry to support their responses.	Candidates characteristically: a) explore links and connections between Will the day be bright or cloudy?' and other Bronte poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of the Brontës' poetry in a cogent manner d) construct an illuminating debate.

6.   "The primary target of Tennyson's poetry is Victorian greed and materialism."

How far do you agree with this view of Tennyson's poetry?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

FOCUS   Given view of Tennyson's poetry / two or three poems, whole text

KEYWORDS Primary target, Victorian greed and materialism, how far do you agree

INDICATIVE CONTENT
- To produce a balanced debate, the candidate's choice of poetry should include **both** poetry that supports the given view **and** poetry which enables the candidate to construct a valid counter-argument.
- Poems in support of the view **might** include 'Maud 1.1', 'Maud 1.10', 'Locksley Hall' or 'Northern Farmer – New Style'.
- A counter-argument **could** be provided by elegiac poems, such as 'In Memoriam' and 'Break, Break, Break', or those in which Tennyson celebrates aspects of Victorian life, such as 'Ode on the Death of the Duke of Wellington' and 'The Charge of the Light Brigade'.
- Candidates who read closely will **perhaps** explore poems in which Tennyson considers ideas about greed and materialism, although they may not be his *primary* targets, such as 'The Golden Year' or 'Tithonus'.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Tennyson's poetry b) make few uses of appropriate terminology or examples to support interpretations of the idea that Tennyson's primary target is greed and materialism c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Tennyson's poetry b) assert some aspects with reference to how Tennyson's shapes meaning c) make limited references to Tennyson's poetry.	Candidates characteristically: a) make few links and connections between Tennyson's poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Tennyson's poetry b) make simple use of appropriate terminology or examples to support interpretations of the idea that Tennyson's primary target is greed and materialism c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Tennyson's poetry b) describe some aspects with reference to how Tennyson shapes meaning c) make related references to Tennyson's poetry.	Candidates characteristically: a) make straightforward links and connections between Tennyson's poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Tennyson's poetry b) present relevant responses to the idea that Tennyson's primary target is greed and materialism, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Tennyson's poetry b) explore how Tennyson uses specific aspects to shape meaning c) use specific references to Tennyson's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Tennyson's poems b) communicate understanding of the given view c) consider different interpretations of Tennyson's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Tennyson's poetry with confidence b) present relevant, well-informed responses to the idea that Tennyson's primary target is greed and materialism, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Tennyson's poetry with insight b) confidently explore how Tennyson uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Tennyson's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Tennyson's poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Tennyson's poetry in a cogent manner d) construct an illuminating debate.

7.   Remind yourself of Tennyson's poem 'The Golden Year'.

To what extent do you feel that this poem is of central importance to the selection of Tennyson's poetry you have studied?

FOCUS   'The Golden Year' / whole text

KEYWORDS   To what extent do you feel, of central importance.

INDICATIVE CONTENT
- Analysis of 'The Golden Year', featuring relevant comment on subject matter (eg the purpose of poetry; the nature of time; life, the universe and everything) and form, structure and language (eg iambic pentameters; first person and other voices; natural and cosmic imagery; echoing conclusion).
- Links to other poems to show the central importance of 'The Golden Year': poems with similar subject matter (eg, 'In Memoriam', 'Morte d'Arthur' or 'Tithonus') or with similar form, structure and language (eg 'Merlin and Vivien', 'Ulysses' or 'Come Down, O Maid…').
- Counter-arguments, based on those elements of Tennyson's writing not present in 'The Golden Year' are used to produce a balanced debate: eg the use of dramatic monologue ('Maud'), dialect poetry ('Northern Farmer – New Style') or the presentation of historical events ('The Charge of the Light Brigade').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Tennyson's poetry b) make few uses of appropriate terminology or examples to support the idea of 'The Golden Year' as of central importance c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Tennyson's poetry b) assert some aspects with reference to how Tennyson shapes meaning c) make limited references to Tennyson's poetry.	Candidates characteristically: a) make few links and connections between 'The Golden Year' and other Tennyson poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Tennyson's poetry b) make simple use of appropriate terminology or examples to support the idea of the idea of 'The Golden Year' as of central importance c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Tennyson's poetry b) describe some aspects with reference to how Tennyson shapes meaning c) make related references to Tennyson's poetry.	Candidates characteristically: a) make straightforward links and connections between 'The Golden Year' and other Tennyson poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding Tennyson's poetry b) present relevant responses to the idea of 'The Golden Year' as of central importance, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Tennyson's poetry b) explore how Tennyson uses specific aspects to shape meaning c) use specific references to Tennyson's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'The Golden Year' and other Tennyson poems b) communicate understanding of the given view c) consider different interpretations of Tennyson's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Tennyson's poetry with confidence b) present relevant, well-informed responses to the idea of 'The Golden Year' as of central importance, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Tennyson's poetry with insight b) confidently explore how Tennyson uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Tennyson's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'The Golden Year' and other Tennyson poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Tennyson's poetry in a cogent manner d) construct an illuminating debate.

8.   "Love is the most important theme in Hardy's poetry."

        How far do you agree with this view?

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

FOCUS   Given view of the Hardy's poetry / two or three poems, whole text

KEYWORDS Love is the most important theme, how far do you agree

INDICATIVE CONTENT
   - To produce a balanced debate, the candidate's choice of poetry should include both poems that support the given view **and** poems which show other important themes.
   - Poems that support the given view **might** include 'A Church Romance', 'When I Set Out for Lyonnesse' or 'Under the Waterfall'.
   - A counter-argument **could** be provided by poems in which love is not an important theme, such as 'The Convergence of the Twain', 'Channel Firing' or 'He Resolves to Say No More'.
   - Candidates who read closely will **perhaps** argue that love is an important element even in those poems where other themes predominate (eg '1967' or 'The Roman Road').

	Assessment Objective 1 (6%)	Assessment Objective 2 (9%)	Assessment Objective 3 (8%)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Hardy's poetry b) make few uses of appropriate terminology or examples to support interpretations of the importance of love in Hardy's poetry c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Hardy's poetry b) assert some aspects with reference to how Hardy shapes meaning c) make limited references to Hardy's poetry	Candidates characteristically: a) make few links and connections between Hardy's poems b) reflect the given view in a limited way c) assert their agreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Hardy's poetry b) make simple use of appropriate terminology or examples to support interpretations of the importance of love in Hardy's poetry c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Hardy's poetry b) describe some aspects with reference to how Hardy shapes meaning c) make related references to Hardy's poetry.	Candidates characteristically: a) make straightforward links and connections between Hardy's poems b) reflect the given view in a basic way c) agree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Hardy's poetry b) present relevant responses to the importance of love in Hardy's poetry, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Hardy's poetry b) explore how Hardy uses specific aspects to shape meaning c) use specific references to Hardy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Hardy's poems b) communicate understanding of the given view c) consider different interpretations of Hardy's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Hardy's poetry with confidence b) present relevant, well-informed responses to the importance of love in Hardy's poetry, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Hardy's poetry with insight b) confidently explore how Hardy uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Hardy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between Hardy's poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Hardy's poetry in a cogent manner d) construct an illuminating debate.

9. Remind yourself of Hardy's poem 'The Darkling Thrush'.

To what extent do you agree with the view that this poem is the key to the whole selection?

FOCUS   'The Darkling Thrush' / whole text

KEYWORDS   To what extent do you agree, key to the whole selection, form, structure, language, subject matter.

INDICATIVE CONTENT
- Analysis of 'The Darkling Thrush', featuring relevant comment on subject matter (eg humanity and nature; Hardy's feelings about the new century) and form, structure and language (eg stanzaic form, rhyme, funereal imagery, pathetic fallacy, autobiographical voice and the use of the first person)).
- Links to other poems show the poem as key to the selection: poems with similar subject matter (eg, 'The Blinded Bird', 'Throwing a Tree' or '1967') or with similar form, structure and language (eg 'Wessex Heights', 'Neutral Tones' or 'I Found Her Out There').
- Counter-arguments, based on those elements of Hardy's writing not present in 'The Darkling Thrush', are used to produce a balanced debate: eg narrative poetry ('A Trampwoman's Tragedy'), use of a persona ('The Ruined Maid') or the speaking dead ('The Levelled Churchyard').

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of Hardy's poetry b) make few uses of appropriate terminology or examples to support the idea of 'The Darkling Thrush' as the key to the selection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language in Hardy's poetry b) assert some aspects with reference to how Hardy shapes meaning c) make limited references to Hardy's poetry.	Candidates characteristically: a) make few links and connections between 'The Darkling Thrush' and other Hardy poems b) reflect the given view in a limited way c) assert their agreement or disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Hardy's poetry b) make simple use of appropriate terminology or examples to support the idea of the idea of 'The Darkling Thrush' as the key to the selection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language in Hardy's poetry b) describe some aspects with reference to how Hardy shapes meaning c) make related references to Hardy's poetry.	Candidates characteristically: a) make straightforward links and connections between 'The Darkling Thrush' and other Hardy poems b) reflect the given view in a basic way c) simply agree or disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Hardy's poetry b) present relevant responses to the idea of 'The Darkling Thrush' as the key to the selection, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Hardy's poetry b) explore how Hardy uses specific aspects to shape meaning c) use specific references to Hardy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'The Darkling Thrush' and other Hardy poems b) communicate understanding of the given view c) consider different interpretations of Hardy's poetry d) construct a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Hardy's poetry with confidence b) present relevant, well-informed responses to the idea of 'The Darkling Thrush' as the key to the selection, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in Hardy's poetry with insight b) confidently explore how Hardy uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Hardy's poetry to support their responses.	Candidates characteristically: a) explore links and connections between 'The Darkling Thrush' and other Hardy poems with confidence b) communicate mature understanding of the given view c) consider different interpretations of Hardy's poetry in a cogent manner d) construct an illuminating debate.