

English Literature

Model Answers

Macbeth Model Answers

Grade 9: Level 6 = 30 marks; AO4 = 4 marks

Shakespeare presents Macbeth as a violent character in the extract and throughout the play through the use of hyperbolic language and graphic detail. He also presents the violence in his mind as he always resorts to violent situations.

In the extract, the captain describes Macbeth's action to the king sparing no detail. He states "with his brandished steel, which smoked with bloody execution" which suggests that his sword was designed for the murder of others. The sensory verb "smoked" further suggests the quickness of the fighting. Macbeth was so quick in his "execution" that the sword appeared to visibly smoke from it. For the audience it can connote the enthusiasm of Macbeth in the fight – and because we haven't yet met him this is the only description we can gain of him. The description of "brandished steel" conveys the image of the sword and how prepared Macbeth was for this fight. Shakespeare's intention is to imply that Macbeth is inherently violent from the beginning, he doesn't shy away from violence. The effect on the audience would be that they admire his bravery and the captain's description enhances the idea that Macbeth's violence is a good thing.

Another way Shakespeare presents Macbeth as a violent character is by the effect of his actions. Captain states "as two spent swimmers that do cling together" which suggests that the enemies were wary of Macbeth's wrath – they tired out easily and were holding on for dear life – the verb "cling" connotes the desperation. The quote gives the impression that Macbeth is a mighty force to be reckoned with and that he is loyal as he is prepared to fight for his country. He is called "brave Macbeth" that portrays his violent and superior nature. Again, his violence is seen as honourable because he shows loyalty and does not hesitate to kill the enemies. Shakespeare intends to create a glorifying image of Macbeth to make his downfall at the end of the play that much more shocking. His effect on others is always dramatic, like the captain states "two spent swimmers" connoting how Macbeth tires the army out.

However you could argue that Macbeth is only this violent because he is fighting out of loyalty. His bravery and outlandish actions of violence only occur to protect King Duncan. He doesn't appear to have violent tendencies and is only graphic and harsh to win the fight. The statement "till he unseamed him from the nave to th'chaps" shows not only that he killed somebody violently, but that he did it to ensure that no enemies remained alive. His enthusiasm was to please the king. The part "from the nave to the chaps" is basically Macbeth cutting the people open – to make sure they are really dead. This will reassure him that he has done his job properly. You can link this to traditional Elizabethan beliefs about the Divine Right of kings: that a king was chosen by God to rule the country. This meant that the reign followed a succession and wasn't to be meddled with. By knowing that King Duncan was appointed by God, Macbeth is showing his loyalty to God, not just the king. This makes him even more admirable and worthy. It makes him less of a violent character and more a person who instils

Response to text / task

Textual references

Writer's methods

Context

This response begins in level 5 with an examination of the effect of the line 'smoked with bloody execution' which is very detailed and effective. By the third paragraph the focus on task is becoming thoughtful as the details used to respond to the task are increasingly used to support the ideas the candidate has selected to focus on. The handling of loyalty and violence demonstrate real focus on ideas and move the response clearly into level 5 by the end of this paragraph. As the candidate moves out to the text as a whole their focus becomes exploratory in response to the task and to the text. Focus on ideas about violence root the response clearly in level 6 for AO3, and the analysis of Macbeth's language are linked to an exploration of their effects. Overall, this is a very good example of a response working that achieves all level 6 by the end.

Grade 9: Level 6 = 30 marks; AO4 = 4 marks

violence for the better of Scotland.

In the rest of the play Macbeth is presented as having the incline to murder out of ambition. Despite his honourable nature in Act 1, the witches' prophecies of kingship become tempting to Macbeth. However, he doesn't immediately act on it, instead suggesting reasons for and against his idea. He does show his uncertainty through the regular use of euphemisms. He refers to the murder of Duncan as "th'assasination" to show that his inbuilt morals have trouble coming to terms with the idea of such dishonour. Macbeth knows deep down that what he desires can only come out of pure sin. Yet the witches persuade him to murder. So whilst evaluating his choices the audience recognise that Macbeth doesn't like or enjoy violence. He knows that it is the only resort for power but dislikes the path that he is travelling down. Shakespeare wants to show that Macbeth has morals but he will start to lose them.

As the play progresses, after Macbeth's fateful act of regicide, the audience can start to recognise that Macbeth is becoming more quick to violence. The language regularly references to murder and violence. After murdering Duncan, Macbeth states "me thought I heard a voice cry Macbeth doth murder sleep". The idea that sleep has been murdered suggests that Shakespeare is showing Macbeth's growing closer to becoming violent. It would've shocked a contemporary audience as it suggests that his action is so bad that he managed to murder sleep. This links to the regicide committed as Elizabethans believed that sleep was a reward from God for a hard day of labour. It was for those who were sinless. So the idea that Macbeth has murdered sleep conveys that he has sinned and displeased God. God appointed king Duncan as king and Macbeth murdered him – so he will never sleep. Ironically his actions effect his wife, Lady Macbeth, who suffers from sleep-walking in Act 5 because of her involvement with Macbeth in the murder. Shakespeare intends this to be shocking and a volta (turning point) in the character of Macbeth.

Macbeth becomes worse as we see him lie to his closest friend, Banquo, and to his wife about murdering Banquo. Macbeth becomes increasingly paranoid in nature and worries about the predictions of the witches. They tell him that Banquo that he'll have "kings hereafter" and that he is "lesser than Macbeth but much greater" suggesting that his children will receive the throne. Although Banquo paid no attention to the prophecies because they're "instruments of darkness". Macbeth takes them very seriously and plans to murder Banquo. He doesn't tell his wife instead endearing her: "Be innocent of the knowledge, dearest chuck" which shows that he is driven so much by violence or the need for violence he isolates his decisions from his wife. So he murders Banquo to satisfy his increasing paranoia and that leads him down a road of self-destruction and of demise. Shakespeare's intention is to show his connection to becoming more violent after committing his first murder.

Some could argue that Macbeth was never a violent character, that the actions and permission of Lady Macbeth made him violent. Her open masculinity and cold demeanour makes her influential in turning the doubtful and uncertain Macbeth into a murderer. She calls him a coward and chastises him into doing the deed, even after Macbeth tries to assert control by saying "We will proceed no further in this business". The imperative of "will" has no effect on his wife who is his equal at this point and doesn't take orders from him. By her goading

him on to the deed, he becomes the violent and paranoid murderer that ends him. Her connection to the spirits: "fill me with the direst cruelty" make her more evil and violent than her husband – so she influences him pressing him with the idea to go through with regicide. So you could argue that he isn't a violent character, but he becomes one through influence.

To conclude, Shakespeare presents Macbeth as violent to an extent as he has morals and honour to begin with but starts to lose himself as power gets to his head.

Response to text / task

Textual references

Writer's methods

Context

This response begins in level 5 with an examination of the effect of the line 'smoked with bloody execution' which is very detailed and effective. By the third paragraph the focus on task is becoming thoughtful as the details used to respond to the task are increasingly used to support the ideas the candidate has selected to focus on. The handling of loyalty and violence demonstrate real focus on ideas and move the response clearly into level 5 by the end of this paragraph. As the candidate moves out to the text as a whole their focus becomes exploratory in response to the task and to the text. Focus on ideas about violence root the response clearly in level 6 for AO3, and the analysis of Macbeth's language are linked to an exploration of their effects. Overall, this is a very good example of a response working that achieves all level 6 by the end.

Grade 7: Level 5 = 22 marks; AO4 = 4 marks

In Act 1 Scene 3 of Macbeth, Shakespeare presents Macbeth as being curious and sceptical towards the supernatural's prophecies. He knows they are "instruments of darkness" but and that he should take caution against them, however their "supernatural soliciting" has unlocked his ambition and desires making him want to know more. Banquo on the otherhand is portrayed by Shakespeare as being wary of the supernatural. He sees them as wicked and decieving beings who should not be meddled with.

In the play, Banquo describes the witches as being "instruments of darkness". "Darkness" is contrasted to white which has connotations of purity and nature. this could suggest that "darkness portrays sense of evil and horror in the readers mind. By describing them this way, Banquo may indicate that the witches are tools of evil used by satan to manipulate and decieve people. This is later reinforced when he stays cautious of the supernatural and warns Macbeth that they will try to "win us with honest trifles to betrays in deepest consequences". This could suggest that Banquo knows the supernatural are setting a trap in which Macbeth will fall into, manipulating him and converting him into a decieving being which ultimately leads to his tragic downfall.

Later on in the text Macbeth says to himself that "this supernatural soliciting cannot be ill, cannot be good. If ill, why hath it given earnest of success". This could imply that Macbeth's curiosity has gotten the better of him. He begins to question whether it is a good thing or a bad thing thing that the witches have prophecised his future. He knows not to trust them as they were widely feared like in 1606 when the play was written, people would go on witchhunts to burn the messengers of satan. However, he cannot help but listen and believe all the good things they say about his future. **An alternative reading of this is that Macbeth is sceptical. Eventhough they have given him good fortune, they cannot be trusted as they are witches who are decieving beings.**

Earlier in the novel, Banquo describes them as being "so withered and wild in their attire that look not like the inhabitants of the earth". This could suggest that the witches are not of human nature and are abnormal. This could have been orchestrated by Shakespeare to emphasise how mysterious the witches are and to instill fear into the original audience of 1606 who feared the supernatural.

Furthermore, earlier on in the novel, Macbeth begs the witches to "stay you inperfect speaker". This would indicate that Macbeth's ambition has taken control of him making him want to know more of how he is to become king and when; suggesting he is eager to rise above his class. This was looked down upon as in the Jacobean era, to want to rise above your class was going against God's word and the Great Chain of Being as people believed God put you in your place for a reason. Shakespeare may have done this to make the audience acknowledge that Macbeth's heart is stained.

Overall, Shakespeare presents Macbeth in this scene as a curious character revealing his true colours, and his ambition. Banquo on the otherhand is portrayed by Shakespeare as a noble character, wary of the supernatural and cautious of where his friends curiosity might get him.

Response to text / task

Textual references

Writer's methods

Context

This response moves into level 5 for the way the candidate has responded to the task overall, and how their focus on ideas enables them to develop some considered comments. There is clear knowledge of the play as a whole and the focus on attitudes towards the supernatural is sustained throughout. In order to move into a more secure level 5, perhaps this candidate might want to focus more on some of the ways in which Shakespeare presents ideas.

Grade 5: Level 4 = 16 marks; AO4 = 4 marks

In both this extract and in the play as a whole, Macbeth is presented to be violent whether it be praised or shamed.

In this extract, we are told about Macbeth right at the beginning of the play. We see Macbeth fighting in a battle. In this scene violence is seen as good and something to be praised as they think the people that they are killing deserve it.

Firstly Macbeth is seen as “brave” by the captain and is looked highly on, for killing so many people. This shows Macbeth is violent but that he is praised for it and people think better of him for it.

Secondly, in this extract the audience are told about how Macbeth “unseemed” his enemy “from the nave to th’chaps and fixed his head upon our battlements”. This is a very violent way to kill someone and just so happens that this was the way Macbeth chose to kill this man. I think that not only does it show Macbeth to be a violent character, but it also shows the audience that he has always had a violent nature even before finding out that he would be king.

Macbeth is not only shown as violent in this extract but also in the rest of the play. The next time in the play that we see Macbeth as violent is when he kills King Duncan. In Macbeth’s soliloquy just before the murder of Duncan Macbeth says “is this a dagger I see before me” this shows the audience that Macbeth has the violent thoughts in his head but they are only made obvious to him when he wants them to.

He then, after killing King Duncan, says “It is done” he says this with no emotion which makes the audience feel like Macbeth is so violent and heartless that he doesn’t care about what he has just done.

In the extract we are told about Macbeth’s sword, “brandished steel” which is “smoked with bloody execution” this is telling the audience that Macbeth’s sword has been used so many times to kill so many people that it is just covered in death and murder. This shows Macbeth’s violence because he is just so used to killing people that it has become normal, and he doesn’t care and no one around him cares and they just think that he is a “valiant cousin” and “worthy gentleman”.

Lastly towards the end of the play we see Macbeth talking to Sayton. In this scene we still see Macbeth as a violent character, only now he’s not giving that violence up “until Birnam Wood moves to Dunstanain”. Here he is saying that he is not going to give up, he is not going to stop fighting until the unbelievable happens as he believes the woods cannot ever move so what the witches told him is wrong. And that nothing and no one can ever overthrow Macbeth.

Response to text / task

Textual references

Writer’s methods

Context

This response is a good example of an ‘explained’ response in terms of how the candidate has approached the task. The focus is very much on the task as a whole, with evidence that the candidate knows the whole play and makes several references to areas of the play outside of the extract. These references are relevant and clearly linked to the task. Comments on references are relevant to the task, and the candidate identifies the effects of some deliberate choices, such as the identification of the effect of the sword that ‘smoked with bloody execution’. By the end of the response the focus on the task and the text has been consistent enough to warrant a mark at the bottom of Level 4. One area that this candidate might want to focus on is being a bit more explicit about ideas, perhaps thinking about the idea of ‘violence’ a touch more.

A Christmas Carol Model Answers

Grade 9: Level 6 = 27 marks

Throughout the novel, Scrooge fluctuates between being fearless and fearful and Dickens portrays his fears in different ways, whether it be fear of the ghosts, fear of the future, or fear of himself.

In the extract, Dickens describes the Phantom 'slowly, gravely, silently' approaching. Dickens uses this list of adverbs to create the impression that just as the Phantom is approaching, Scrooge's fears are also approaching which frightens Scrooge and the reader because it parallels our own fears coming closer to us. Furthermore, through the use of these adverbs, Dickens is also trying to highlight to the reader how fear comes for us all and is inescapable but if you are good and kind then fear cannot destroy you but strengthen you. Dickens wanted to persuade Victorian people to relinquish their own meanness and selfishness because people who are mean and selfish have more to fear than those who are good. He believed in embodying the Christmas spirit and expressing it in our everyday lives because in doing so you will have less to fear and be able to cope better with fear – his wanted to convey this allegorical message to his Victorian readers because Dickens saw and experienced a lot of selfish and horrible behaviour, especially towards the poor in Victorian times and was determined to change this through writing 'A Christmas Carol'.

The extract also depicts Scrooge's fear of the future and the future the ghost is about to show him, so much so that Scrooge's 'legs trembled beneath him'. The verb trembled highlights to the reader how Scrooge has lost control and has succumbed to the fear and also contrasts his manner at the start of the play when he had a 'stiffened... gait' – and is described as 'cold', which gives the impression that he is unmoving and like stone. However in this extract he can 'hardly stand' – showing how his fears have overpowered him and are controlling him. Dickens is making clear to his reader that the future is only something to be afraid of if your past is one of sin, like Scrooge's. In Victorian times, people had a very capitalist attitude and the poor were uncared for and treated as vermin and even blamed for being poor. They were forced into workhouses by the poor law which was supported by Victorian scholars like Malthus who believed that the poor should die to 'decrease the surplus population' (as Scrooge said). Dickens strongly opposed this idea, believing that it was a disgusting and inhumane attitude. Dickens' purpose for writing a 'A Christmas Carol' was to remind people of the forgotten message of Christmas – to be kind, forgiving and charitable and so that people would learn to rid themselves of this sinful, ignorant behaviour. This would in turn mean that their future would be nothing to fear because they would have atoned and made peace with God (as many people followed the Christian faith in Victorian times so would have believed in God). Dickens' message would force the reader (both in Victorian times and now) to re-examine their behaviour and actions and perhaps make them feel empathy – which was Dickens' intention.

In the novel as a whole, Dickens highlights Scrooge's fear of being a good and happy person. Fred, Scrooge's nephew, indicates this when he says 'I am sorry with all my heart, to find you so resolute' and also in Stave III when he talks about Scrooge losing out on 'pleasant times' by not coming to Christmas dinner. Dickens is depicting how people can be afraid of themselves and afraid of the good inside them, just like Scrooge; many people are afraid of being good because they are afraid of being perceived as weak. Dickens believed that being good and kind in an evil world is what makes you strong. Dickens uses Fred to contrast Scrooge in terms of fear; Fred is unafraid of showing compassion but Scrooge is and Dickens thought that if everyone was more compassionate then the world would be a better place.

To conclude, Dickens presents Scrooge's fears to be both obvious and subtle; he is afraid of the future, of himself and of fear itself. By the end of the novel he becomes content and therefore deals with fear in a better way and is happy because of it which is what Dickens wanted to get across to the reader – if you are good you will be able to deal with fear so will be happy.

Response to text / task

Textual references

Writer's methods

Context

This is a confident, exploratory response to the task as a whole. The candidate has an extremely strong understanding of the ideas behind the text and uses these to develop their argument and illustrate with some very apt references. Ideas and organisation drive the strength of this essay, in particular the treatment of ideas in the third paragraph, and in order to secure the whole of level 6 it would be great to see some analysis of aspects of writer's craft.

Grade 7: Level 5 = 23 marks

Dickens presents the fears of Scrooge in the extract and the novella as a whole by using the spirits to enlighten him and show him what he's done. We begin by seeing Scrooge's fear when Jacob Marley, his old business partner returns as a phantom cover in chains that gone on the miles which are as he states 'the chains he forged in life' Scrooge instantly doubts his sense's and doesn't believe Jacobs actually there as he believes 'the slightest thing and effect them, a undigested bit of beef... There's more of a gravey than a gave about you'. Scrooge is a sensible man, he doesn't think about more than money and the fact that a spirit who's an old friend can instantly turn a 'hard and sharp as flint' man into questioning scared man.

When the first Ghost arrives, the Ghost of Christmas past, he revisits him as a child, a apprentice and his old girlfriend Belle. When Scrooge see's Belle his face instantly drops because he knows what he's about to see, how he treated her when she told him 'I've been replaced by a golden ideal' he realises how much he did love her and how he regrets the treatment he gave to her which scared him seeing that as he tries to shut out the spirit "Torment me no longer". We see as you read on that the thing Scrooge is scared of the most, apart from death; are the choices he made through is life and the feeling of enormous regret which in turn helps him eventually change for good. As when he see's how he was treated as Mr Fezzwig's apprentice and the joy he had, he reflects on how he treats Bob Cratchit, his clerk, and the feeling of regret overwhelms him again.

Though, as you read on through the novella the Ghost that frightens Scrooge the most is, the Ghost of Christmas yet to come. The grooling hooded phantom towers over Scrooge and only shows his the unpleasant things due to come his way. As the extract shows the line 'it came near him, Scrooge bent down upon his knee' This quote in itself highlights the obvious fact that before he would never ever begged for mercy to anyone or anything, he was 'hard' and 'sharp'. But just the pure presence of the spirit sends Scrooges 'legs trembling beneath him'. We soon gather that Scrooge fears many things his past mainly but you never see him react the way he does when he witnesses the dead corpse in front of him, the corse unknown. The loneliness he feels when he see's the corpse knowing its very likely to be him beneath makes him beg, beg for forgiveness. With the spirit not even replying and the solitary silence fills Scrooges mind and leaves him blank.

Seeing peoples reaction to the death of someone, Scrooge can't put his finger on at the time, leaves him feeling isolated when the lawyers talk about the funeral and state 'I'll go if lunch is provided' leaves him thinking who cared for this man and begs the Ghost to show him the slightest bit of saddness for the mans death, but the spirit can only show happiness for his death. Which scares him the most, the fact that throughout his life he's only ever shut out people who care and love form him, e.g. Belle and Fred. And now its all over he's had nothing to show for it.

In conclusion, Dickens has presented the idea of Scrooge's in depth fear through not just the obvious things but in the feeling of knowing if thats when he dies he will have no one to care and the feeling of regret with many things, to have it being showed very clearly is enough to frighten a man into changing into a better caring man and a 'second father to Tiny Tim' so when the time came people would actually care and miss him.

Response to text / task

Textual references

Writer's methods

Context

This response is clear and explanatory throughout, and moves into level 5 for the use of references in the third paragraph as well as the consideration of ideas and perspectives that enable the response to task to also move into level 5. This candidate therefore is stronger on AO1 and AO3 than on AO2, and would find it useful to develop their focus on aspects of writer's methods.

Grade 5: Level 4 = 16 marks

In both this extract and in the novel as a whole, Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.

In this extract we see Scrooge talking to Marley's ghost. Right from the beginning of the play we are told that Scrooge is "solitary as an oyster", but as soon as he finds himself with Marley's ghost we see Scrooge "trembling". This shows that Scrooge's behaviour is already changing because he is scared of the ghost and what it might do.

Also in this extract we are told that Marley wears "the chain I forged in life./I mad it link by link,/I girded it on of my own free will and of my own free will I wore it". I think with this Dickens is wanting Scrooge to see what life would be like for him if he was a ghost. Marley in this bit also says "Is this pattern strange to you?" I think that all of this is said to scare Scrooge into changing his attitudes and behaviour because they know that Scrooge won't want to end up like that.

As well as in the extract the ghosts are also used in the rest of the novel to help Scrooge change. One moment where this happens is when Scrooge is with the ghost of Christmas present. In this part of the book the ghost brings out two children called "ignorance and want" the ghost then uses the children and Scrooges own words from earlier on in the novel, "are there no workhouses, or treadmills, or prisons" to change Scrooge. This helps change him because it makes Scrooge realise that he treats people really badly and that he needs to learn to help people less fortunate then him and also treat them with respect.

Another moment where the ghost's help Scrooge to change is when Scrooge is with the ghost of Christmas future, who shows Scrooge that Tiny-Tim has died. This is done to make Scrooge realise that he has to change because if he doesn't then it's the people around him that are going to hurt and suffer. So Scrooge realises he has to change his attitude, behaviour and become nice to Bob Cratchit so that he can save the life of Tiny-Tim.

In the extract we again see a very quick change in Scrooge's behaviour as at the very beginning we learn that Scrooge only thinks about himself and his money. But very quickly we see that change when he is talking to Marley's ghost, he "became thoughtful" while listening to Marley. This shows that he starts to change early on because he's already thinking about someone other than himself.

Lastly we see Scrooge change when with the ghost of Christmas past. The ghost takes Scrooge to see him and Belle when they broke up. I believe the ghost did this because he knew that when Scrooge saw this he would realise that he needs to stop only caring about himself and money because it pushes people away and if he carries on the way he is he is going to have no one left. This also helps Scrooge realise that he has to become kind to his nephew as he is the only family he has left.

Response to text / task

Textual references

Writer's methods

Context

This response takes an explanatory approach to the task and to the whole text. They remain focused on how the ghosts help Scrooge to change throughout, which is why by the end of the response the level of consistency in terms of focus on task moves the mark into the start of Level 4. References to the text, both directly from the extract and also from the wider text, are used to support a range of relevant comments. Ideas are rooted in the text, so therefore implicit rather than bolted on, and the treatment of the effect of 'Ignorance and Want' is a good example of an identification of an effect. In order to improve, it would be really useful for this candidate to start to link their comments on methods to the ideas in the text a touch more explicitly.

An Inspector Calls Model
Answers

Grade 9: Level 6 = 30 marks; AO4 = 4 marks

In 'An Inspector Calls', Priestly presents Sheila as a young woman who learns many important lessons because of the inspector's arrival. At the beginning of the play, Sheila is described as 'very pleased with life', suggesting that she's led quite a sheltered life and maybe doesn't fully understand the hardships that people below her in terms of hierarchy are forced to face every day. Sheila may have developed this naivety due to Mr and Mrs Birling's parenting. They are parents who, like many upper-class parents in 1912, are concerned about the reputation of their family. Outwardly, they appear very respectable, however beneath the surface we (as the audience) get the impression that Mr and Mrs Birling don't truly understand what their children get up to. For Sheila, Mr and Mrs Birling treat her like a child, as if she must be protected from the hardships of the world. Sheila calls her mother and father 'Mummy' and 'Daddy', showing her child-like behaviour and mentality. She's never known any different, because all her life she hasn't been exposed to the reality of the outside world, and it seems that the Birlings intended to keep it this way. When Gerald gives Sheila the engagement ring, Mrs Birling tells her to 'be careful with it'. Even though Sheila is about to be married, and possibly even start her own family, Mrs Birling still feels the need to infantilize her.

In addition, Sheila doesn't seem to have very much independence or control over her own life at the beginning of the play. For example, the engagement ring (a symbol of eternal love, and something that Sheila will be the one wearing) is chosen by Gerald, her fiancé. Sheila asks if the ring was 'the one [he] wanted [her] to have', showing that Sheila feels the need to ask for approval of the choices she makes in life. This links to the theme of patriarchy, which existed both in 1912 (when the play was set) and 1945 (when the play was written), and is a theme that the audience would have recognised. Gerald is Sheila's superior (as he is above her in hierarchy), and so typically the woman in the relationship would look for the approval of the man. This furthers the idea that Sheila isn't independent because she's never needed to be; she's always had a male figure in her life to guide her. This is why, when Gerald asks Sheila if he can 'give [himself] a drink', the moment is so shocking to the audience. It's as if the roles have switched, and because Gerald is so unnerved by the mention of Daisy Renton he seems to have temporarily forgotten his role in society. This could be a symbol of Sheila's newly-found independence, and her discovery that she doesn't necessarily need a man to control what she can and can't do.

Sheila is presented by a Priestly as the character who changes the most during the play, both in terms of how she views herself and how she views society. She proves to be much more perceptive and intelligent than the audience are led to believe, and when she tells her family that the inspector has 'given [them] the rope, so [they'll] hang [themselves]', we discover that she has a much deeper understanding of the world than maybe her parents do. She becomes a lot more strong-minded and independent than she was at the beginning, suggesting that these qualities lay underneath the surface all along, but never had the chance to shine through. She tells her father 'don't interfere', revealing that she understands how serious the situation of Eva's death really is, and understands fully how every member of her family contributed to the death (whether they admit it or not). Also, Mr and Mrs Birling and Gerald think that, once they discover that the situation with the inspector was a 'hoax' to try and get the family to admit their less reputable actions, 'everything is fine' now. Sheila and Eric, on the other hand, are perceptive enough to realise that the arrival of the inspector was never just about the death of one girl, it was about encouraging the family to understand the consequences of their actions on society, and it was designed to teach them the socialist view that 'we are members of one body'. so are 'all responsible for each other'.

Priestly uses the inspector and Sheila as figures which allow him to voice his own socialist views about social responsibility. Sheila is brought up among capitalists, the most significant being Mr Birling, a 'hard-headed, practical business man'. The inspector attempts to teach the family about looking after those less fortunate than themselves, and Sheila and Eric are the only ones who fully take this on board. This shows that the 'famous younger generation' are more open to the opinions of others, and are not as set in their ways. The inspector's final speech uses a 'performative speech act', which incorporates the performative 'I tell you'. This suggests that the inspector has the power to 'do' something about the suffering of others, but only if he gains the support of the family, which mirrors Priestley's intentions for the entire play. The inspector is also most 'impressional' on Sheila, because Sheila is the only member of the family to fully take responsibility for her role in Eva's death. Priestly also uses 'the famous younger generation' to voice his views that our class doesn't determine how we act towards society. Sheila breaks out of the stereotypes forced upon her at the beginning of the play, and her independence allows her to truly accept that 'we are all responsible' for each other', and we can choose to act in a way which will help society around us.

Response to text / task

Textual references

Writer's methods

Context

This is a confident, fluent response that demonstrates a thorough understanding of the ideas in the play and presents a clear exploration of the character of Sheila. The treatment of the task is convincing in its range of illustrations of how Sheila is shown to change, therefore securing L6 for AO2 with its subtle demonstration of characterisation throughout. Moments from the play are selected judiciously as illustration of the ideas being explored, and this response overall merits the maximum amount of marks available for this question.

Grade 7: Level 5 = 21 marks; AO4 = 4 marks

In exposition Mr Birling is addressing his family about how "a man must look after himself and his family" which portrays Mr Birlings selfish capitalist views. During this conversation, Inspector Goole intrudes as Edna invites him in saying to Mr Birling an "Inspector" is at the door. Priestley deliberately does this to show the audience that Mr Birling capitalist views are wrong and could lead to severe consequences. Many believe that all the problems in the world are the result of Capitalist ideology. Furthermore, when the Birlings and Gerald Croft are talking the lighting of the room is "intimate pink" and then when the inspector comes into the room, the lighting is "brighter and harder" this suggests that the Inspector came to take off the rose tinted glass of the Birlings family and put them under spot light. Priestley does to show the audience that the Birlings are at fault and they have done something which they surely are going to be in trouble for.

The Inspector interviews Mr Birling regarding Eva Smith "She had too much to say, far too much, so she had to go" which implies that Mr Birling put little thought into the sacking of Eva, even though he admits she was hardworking. Eva Smith stood up for her rights as she was paid less for working extremely long hours.

During the 19th century there was a rise of the Suffragettes; they were an organisation led by women that wanted to be heard and to be acknowledges and valued they would go any extent such as violence and martyrdom. Priestley presents this through Eva Smith and how she went on strike with her fellow workers for a pay rise. Mr Birling for his selfish desires sacked her because she was a "ring leader" implying she was an instigator. He was a strict Capitalist that lived on the profit he earned by abusing his workers like Eva Smith.

As the play develops, we get to know that all members of Birling family and Gerald Croft were involved in the tragic death of Eva Smith/Daisy Renton. Sheila felt jealous because Eva looked more beautiful than her and therefore, told the manager that "if you don't fire that girl, I will never come near this place again" She used her influence as a daughter of a good customer to sack her, due to her own selfish, envious reasons and this resulted in her losing her job. Priestley does this to show the audience that because of her petty, pointless thoughts a girl lost her job. Sheila was treated very kindly and of great importance by her father much more than Eric. "Eric... takes some responsibility" which connotes that Mr Birling had some benefit from Sheila; and indeed he did because "Birlings and Crofts will not be competing, but working together" conveys his singular, selfish mind and used Sheila as a business deal and got her engaged to Gerald, and this highlights how much self-centred person he was. Priestley purposely does this emphasise how cheap, narrow minded Mr Birling is and doesn't wish to see his daughters happiness but the wealth he will gain from this engagement. During the 19th century male dominated women but in this play it is the opposite.

Mrs Birling who was also at fault for not helping Eva Smith, when she came to her "when she needed it the most" because she felt prejudiced when Eva said "Mrs Birling" and naturally she refused her case. Her pride and honour were hurt and therefore rejected her case. Mrs Birlings petty, selfish reasoning, which stood no ground affected Eva and left her vulnerable. Priestley does this to emphasise that selfishness brings no good and destroys people's lives. Eva Smith's life was troubled and decided to change her name to "Daisy Renton". She met Gerald during that period and he used her as a "mistress" which connotes that he had no interest of taking care of her, he only wanted to use her for his selfish, lustful desires. This severely impacted Daisy as she felt alone and vulnerable.

Eric severely damaged her life; leaving her pregnant and was in a state when a man becomes "nasty" and had no regards for Eva's wellbeing. In the 19th century men treated women as sexual commodities and Priestley presents this ideology in Gerald and Eric. The adjective emphasises how gruesome he must have been. "I was in a hell of a state" the use of religious imagery shows that he was truly in a condition that was unimaginable. Their selfish lusts left Eva Smith/Daisy Renton completely undignified.

To conclude, Priestley uses the Inspector as his mouth piece to convey his socialist views and how socialism would have made a better society and all these incidents that occurred in the play wouldn't have occurred. Also, the Inspector doesn't show the picture of Eva Smith/Daisy Renton to everyone, but individually; could this suggest that Eva didn't commit suicide, or Eva was multiple people? But that doesn't matter because Priestley's intention was to not prove that Eva's story wasn't the only tragic death, but there are many Eva Smiths and John Smiths that were treated inhumanely and that the Birlings and Crofts had to learn the lesson of social responsibility and look after one another, if this society were to be a better place.

Response to text / task

Textual references

Writer's methods

Context

This is a very clear and sustained response to the idea of selfishness in the play. The candidate uses a range of characters and events to illustrate their points and has a clear understanding of the ideas in the play. The references are very useful indeed as support for the range of relevant comments, and the way that both Eric and Gerald are used as examples of Eva / Daisy's treatment at the hands of the higher classes is where this response starts to tip into level 5 for response to task. In order to develop, this candidate might want to start focusing a bit more closely on writer's purpose and overall ideas.

Grade 5: Level 4 = 16 marks; AO4 = 3 marks

Priestly presents selfishness using a lot of different characters in an Inspector Calls, but mainly used with Mr Birling as he is a man of class and is all about money and his business. Priestly uses complex sentence to convey selfishness in an inspector calls [men have to make their own way, have to look after themselves and to look after there family too]. From this we can connote that Mr Birling views on life is that you should always think about yourself and care for yourself and then think about family. Normally people think about there family first and make sure they are okay then think about themselves but in his case Mr Birlings views are different. This shows his selfishness and how he only cared about himself and didn't worry about his kids which lead to his son doing bad things. Contextually, in the edwardian era people only cared about themselves which is why people were so money minded. The message that priestly is trying to present is you should always care about others before yourself it should not be me, myself and I.

Priestly uses a verb to employ selfishness "Sheila I'm not defending him, but you must understand young men" this just shows how selfish Mr Birling is as his daughter has been cheated on by Gerald but still he is backing him up. This marriage to Mr birling was a business deal and he only wanted Gerald to marry Sheila is because he would hand over Sheila and in return he would get money or fame out of it which shows that Sheila is a commodity to him. This shows his selfishness as he only cares about himself and does not care about Sheila. In the middle of Mr Birling talking Sheila cuts her dad of and says "Do not interfere please" this could suggest that Sheila is sick of her dad being selfcentred and always thinking whats best for him. This creates tension between them as Sheila has lost respect for him.

Priestly also presents selfishness using the character Gerald as in Act 1 Scene 1 Gerald puts a ring on Sheila's finger this could the ring could represent control and power that Gerald now has over Sheila and this is selfish as Gerald does not care about Sheila as he cheated on her so the ring does not represent love as he does not even care about her.

Priestly presents selfishness through Mr Birling [I will pay you anything but please do not let people find out]. This shows how Mr Birling is not even a little hurt that Eva Smith has died because of his whole family he only cares about his reputation, his money and business which connotes that he has a bad mindset. The verb 'anything' also suggest that he would also give up everything in his life to save his reputation this shows his selfishness. And the message that Priestly is trying to present is money does not buy you everything.

Priestly mostly uses selfishness through Mr Birling which suggests that men in the edwardian era did not care about women and they were always a commodity. As Mr Birling says "Girls of that class" this could suggest that because Eva was from a lower class than them she was not good enough for him to help her.

Response to text / task

Textual references

Writer's methods

Context

This is a good example of an explained response to the task that becomes clear and consistent by the end with the repeated focus on selfishness. There are a range of relevant comments and also relevant references to the text, both in the form of direct quotations and other clear pointers towards relevant moments. The comments on these references are linked to the task and demonstrate that the candidate is using them to support what they are saying in response to the question. AO2 is addressed via talking about the text as something conscious, such as the way Sheila 'cuts her dad off' and also the treatment of the engagement ring as symbolic. The response lifts into level 4 by the end, and it would be really useful for this candidate to focus on explaining why their references and their comments on methods support their ideas in response to the question in order to make further level 4 progress.

Power and Conflict Poetry Model Answers

Grade 9: Level 6 = 30 marks

Both Percy Shelley and Robert Browning explore ideas about arrogance and control, and about tyrants who value their power over human life. Shelley, writing near the time of the French Revolution, in which people rose up against a tyrannical monarchy, writes about someone whose power has faded away, and, as a Romantic poet, points out how man is humbled in the face of nature. Robert Browning, on the other hand is writing in response to a story about the Duke of Ferrara, a cruel duke who clung onto control and whose wife died in mysterious circumstances.

Shelley describes a statue in a distant land, whose “shatter’d visage” is “half-sunk”. The “visage” is perhaps a metaphor for the king’s identity, his ideals, his power and Shelley makes a point of highlighting that it is “shatter’d” and “sunk”, that is, his power is broken, taken away, sinking in the “lone level sands”, which are symbolic of time, to represent how his tyranny and authority have been washed away, destroyed by time, faded into history. The speaker himself is separate from the statue, having heard of it from a “traveller”, and this distance adds to the sense that Ozymandias’ power has disappeared. However Browning presents ideas about a tyrant who still exerts power and control. The first line in the poem is “that’s my last Duchess painted on the wall”, and the possessive pronoun “my” gives it a sinister tone, implying ownership over the duchess, who is only ever defined by her status as his wife, as, in the duke’s eyes, she only exists to worship him. This sense of possession is emphasised in a later line, in which the duke mentions he’s the only one with the power to “draw” the “curtain” to the painting, and Browning gives perhaps even a sense of morbid pleasure as the duke says this, as he couldn’t control who looked at the duchess in life, he can now that she’s dead, being able to hide or expose her as he pleases.

Both poets express the tyrant’s boasting, highlighting their annoyance and pride. Shelley describes the inscription in which Ozymandias describes himself as “King of Kings”, perhaps alluding to himself as being a God, ruler of all, maybe even immortal, as he believed his power would last forever. There’s a sense of irony here as Shelley describes that a “colossal wreck” is all there’s left of his power. The oxymoron in “colossal wreck” maybe even mocks Ozymandias as it points out how his arrogant boast about his authority is in the middle of the ruins of his broken statue. Browning also expresses the duke’s arrogance through boasting, as he mentions the “gift of a nine hundred years name”. The word “gift” has connotations of charity, and implies the duchess should be thankful of everything the duke gives her, should worship him like a God as she’s beneath him and should be glad he even gives her his time.

Both poets use very strict structures to emphasise the need for control that that characters have. Shelley uses a sonnet, a very controlled form, ironically as Ozymandias’ power has faded. Sonnets are also typically about love, and there’s a sense of mockery as Ozymandias is in love with himself and his power, but everyone else has forgotten about him and his arrogance. Browning uses rhyming couplets throughout My Last Duchess, to symbolise the duke’s control and authority. There’s perhaps something sinister there as it is suggested his wife didn’t even want to be with him in life, the couplets might imply she now doesn’t have a choice or even that his next wife won’t, having even less liberty than the Duchess. Although the couplets show his control, Browning uses more and more enjambment in the duke’s dramatic monologue, to show he’s being carried away by his anger, but maybe as well to imply he is also losing his power, and desperately holding onto it. It may be that the message of both poets was that control and tyranny are unsustainable and are eventually lost.

Response to text / task

Textual references

Writer's methods

Context

This is a conceptualised response in terms of the way that the candidate has a central thesis about power and uses both poems to illustrate and exemplify their ideas. The use of specific references is continually skilful and extremely judicious in selection, and the analysis of methods is blended seamlessly into an exploration of the ideas presented in both poems.

Grade 7: Level 5 = 20 marks

War Photographer presents the ways war negatively affects people and how the true horrors cannot be imagined by the general public. It presents the innocence of its victims, the pain it causes all and the emotional and physical scars it can leave on a person.

Duffy first presents the pain caused by war. The “spools of suffering” he has to look at are the photos he has taken whilst doing his job. The photos show the true effect of war and how much hurt it causes. The word “suffering” suggests immense pain and hurt, for both the photographer and the victims of war.

Death is also presented by Duffy as she states how “ghosts” appear and “twist” before him. The noun “ghosts” also suggests these horrors haunt him and follow him, constantly reminding him of what he has done.

Religion is also used in War Photographer. Religion is a sign of peace and comfort and the imagery of a “church” shows he should be finding peace but instead he finds pain. The image of church also suggests his ritual of working is ceremonial and precious.

Another poem that presents the way people are affected by war is Remains by Simon Armitage. Armitage writes about the effect war has once a soldier returns home, explaining the flashbacks and pain they endure.

Armitage writes in an informal tone, almost as a friend talking about his experiences. He uses graphic descriptions such as “ripped” and informal language such as “bloody life in my bloody hands” to make the account personal.

Both War Photographer and Remains present the idea of innocence affecting judgement and morality. Duffy presents innocence in the form of “running children” showing war does not pick who it hurts, it hurts everyone. The noun “children” creates a sense of innocence as it is clear they have done nothing wrong yet war still hurts them. Armitage presents the idea of innocence clouding judgement after it has happened. He repeatedly uses the phrase “probably armed, possibly not” to create an image of possible innocence, which haunts the soldier into uncertainty.

Both poets also use flashbacks to show that war is a thing that follows. Duffy and Armitage both say how the worst of the memories occur when they are “home again” as this is when they have time to think and question if the “job” they are doing is right or not.

Both poets also present graphic images of blood throughout. Duffy presents the “blood stained” into the floor as a constant reminder of what has happened, and Armitage presents the “blood shadow” that they pass. The idea that the blood remains suggests how war never leaves those it touches no matter how far you get.

Both War Photographer and Remains explore the negative effect of war and how it sticks to everyone who sees it.

Response to text / task

Textual references

Writer's methods

Context

The first four paragraphs deal with War Photographer, showing some explained response to the poem and using relevant references. By the time the candidate has connected this poem with Remains in terms of an idea with the comment about ‘innocence affecting judgement and morality’, they have secured level 3 for response to task and this enables them to start to use supporting references more effectively and start to really focus on ideas. They use the treatment of ‘blood’ in the poems to present a clear explanation of how methods link to meanings. One way this candidate might improve could be to focus more on ideas / themes from the start and therefore root all of their comments in a more developed way.

Grade 5: Level 4 = 16 marks

Response to text / task

Textual references

Writer's methods

Context

This is a clear response to the task with both poems being used to support the comments made about how people are affected by war. The candidate selects relevant moments from both poems, both indirectly and through direct references, to support the points being made. The comparison is structured via methods which isn't always the most useful way of developing an overview and might be an area for development for this candidate. Overall however, the range of points linked to the idea presented by the question moves this response into the bottom of level 4 for 'sustained' response to task.

'War Photographer' is about a photographer that takes pictures of war around the world and remembers the traumatising and distressing experience. However 'Remains' is about an ex-soldier who remembers the horrible times of war and conflict. Both poets use enjambment to present the way people are affected by war. For example, in 'War Photographer' it says "The reader's eyeballs prick with tears." This quote shows that even if someone is not involved in war, they can still be affected by it negatively. The verb "prick" is emphasised in this quote because it is at the end of the line. This could symbolise the terrible weapons being used on people and the feeling of them hurting the victims. Also it could show that the "reader" has sympathy for the victims of war. In 'Remains' the enjambment symbolises the soldier's PTSD after going through traumatising things. It shows the horrible experiences keep coming back to him and haunt him. In addition, it shows that the ex-soldier cannot forget the things he wants to forget, because war affected him so negatively. The poets may have done this to convey the fact that war is the most negative thing a person can experience.

Both poems use imagery to present war as unforgiving. For example, War Photographer says "A stranger's features faintly start to twist before his eyes, a half-formed ghost". This could suggest that people involved in war ultimately die and their body parts become mangled and destroyed. An important verb is "twist" because it symbolises how war is twisted and terrible. Furthermore, the phrase "half-formed ghost" could suggest that when the victims of war are found dead, their whole body isn't there, so they are "half-formed". This could show people are affected by war because it's so chaotic. The poet of Remains uses the short phrase "possibly armed, probably not". This shows that the narrator did not know if the person he was supposed to kill, even had any weapons. This also shows that the narrator didn't want to kill the person with "rounds and rounds" of bullets, but was forced to. This also shows that the thought of the man "possibly not" being armed haunts the soldier and will not leave his memories. The poets have used imagery to make the reader paint a picture in their head of the affects of war. The reader might feel sympathetic because the affects are so disastrous.

War Photographer uses a short phrase to present the affects of war, whereas Remains uses gory imagery. For example in War Photographer it says "He remembers the cries of this man's wife". This shows that the wife was so distraught during the war that her cries are like tattoos on the narrator's mind. Her cries are so memorable and heartbreaking. The poet might have done this to show that families are affected by war tragically. This might make the reader feel sorry for the wife because she is clearly really upset. However Remains says "Put the guts on the truck". This shows that the soldier had to just get on with his job no matter what. Also it shows that the soldier is affected by this negatively. The word "guts" makes war seem disgusting and unsanitary. The writer may have done this to emphasise that the soldier went through so much stuff he didn't want to.

Unseen Poetry Q1 Model Answers

Grade 9: Level 6 = 24 marks

The poet Macrae emphasises the importance of living a life of pure joy rather than fake happiness for the sake of looking good to others as ultimately your true goodness is what people will remember you for as opposed to earthly riches.

The oxymoron in the title “richest poor man” highlights different peoples understanding of value. Most people see value as the amount of money you have, houses or expensive clothes as expressed when he mentioned he does not “like money, houses, bank accounts and lies”. The list proves that although thats what many people would automatically think of when they hear rich, but the word “lies” suggest otherwise. The poet is trying to emphasise how people use all there materialistic things to entrance people and cause them not to see how they are covering up their tainted heart. The juxtaposed “richest” suggest that the narrator’s view on value is something much simpler hence the absence of rich accessories making him externally look poor, however, in his heart he inhibits a pure, true happiness which he values more in life, hence making him feel rich inside. The author is intentionally attempting to educate people that looking rich is not important, and ultimately does not give you a happy and contented life, while on the over hand, living a simple life and seeing the joy in the smallest things is much more valuable. This is because in the end, we are all born with nothing and die with nothing, which is why simple happiness should be sought.

Additionally, the poet uses a simile and metaphor to compare the man with weather and nature. This is significant as weather and nature are not rich, yet they still exhibit greater power than humanity could ever dream to achieve with riches. “His face was like a weather map full of bad weather while inside his heart was fat with sun.” For many people it is the other way round. The adjective “fat” shows how abundant with happiness he is internally as the “sun” is often a symbol for happiness and joy while his face “full of bad weather” perhaps suggesting that he sees no need to boast about how he is rich with happiness to others like how others arrogantly show off all their riches. This also suggests that through avoiding negative actions such as arrogance, he can avoid losing the true, pure richness in his heart that can easily be tainted by such negativity. The ideologies about being happy and content over spiteful and boastful again reinforce how the poet is trying to teach the reader about the true blessing of life. Through using such metaphores and similes, he should be able to convince some people about the unimportance of sinful, worldly and selfish riches.

Response to text / task

Textual references

Writer's methods

This is a really exploratory approach to the question. This candidate has a thorough understanding of the ideas in the poem and presents their response through the selection of really precise and judicious references. The treatment of methods is skilful and very precise and linked all the time to the assured sense of a deep understanding of the overall meaning and ideas in the poem, which enables this candidate to achieve the maximum mark available for this question.

Grade 7: Level 5 = 17 marks

In 'The Richest Poor Man in the Valley', the poet presents ideas about living a happy and contented life through the use of similes and imagery. She shows that common desired materialistic items do not equal a happy life.

The poem begins by portraying how the man is perceived on the "outside". She shows that he "seemed older than he was". This suggests that he could be wise and knowledgeable, and has realised how to live a happy and contented life. The poet then uses a simile to say that his face was "like a weather map" that is "full of bad weather". This initially creates a negative view of the man, however it is contradicted when she follows with his "heart was fat with sun". this implies that he is generous, and kind, and as the sun is vital for humans to survive, this suggests he is generous and gives life to other people.

The poet then shows that he is different from most people, as he is content and happy without the need for things such as "money", "houses", "bank accounts and lies". The poet uses enjambment to emphasise the word "lies". This suggests he is happy without the things that people usually link to happiness. The poet explains how he was "living in a caravan" until he died. This suggests to the reader that he was lonely, but had learnt to be happy and content on his own, which is the most purest, and valuable kind of happiness. However, at his funeral, his friends tears fell "like a thousand diamonds", suggesting he is loved.

In conclusion, the poet presents ideas about living a happy and contented life, by showing that one does not need other people to be happy and feel content, nor does one need materialistic items such as "money" and "houses" to be happy. This shows how the poet believes that pure happiness comes from within.

Response to text / task

Textual references

Writer's methods

This response presents a clear understanding of the poem which is supported with lots of details. There is engagement with the main idea of the poem throughout, and there is also a flash of moving into level 5 in the second paragraph where the comparison of the two images starts to become an examination of method. Overall this is what moves the response into the start of level 5 overall, and this candidate would benefit from focusing more closely on writer's methods in this way in order to move further into level 5.

Grade 5: Level 4 = 13 marks

The poet presents ideas about living a happy and content life by showing how Harry was happy with just his dogs, how he didn't want anything and how his friends reacted at the funeral. The poet deliberately uses emotive language to show how Harry lived a happy life. The character Harry was seen to be happy when his 'heart' was filled with 'sun'. The adjective 'sun' shows he was always happy and jolly no matter what. This is significant because it shows that in life to be happy you don't need money. This links to theme of family because this shows no matter how poor you are you wont ever need any money just friends and family.

The poet presents ideas about living a happy and content life by how Harry wanted nothing. The poet delibratly uses a list to show that Harry didnt want anything. Harry is shown to not want anything like 'money', 'houses', 'bank accounts' not like most people. The noun 'money' shows that Harry wasnt like other people all he prized was his dogs, his caravan and his friends and family. This is significant because it shows how someone can live a happy and contented life without any money.

The poet presents ideas about living a happy and contented life by how Harry's friends react at his funeral. Harry's friends really cherished him. The poet delibratly uses emotive language to show how Harry's friend suffered after he had passed away. His friends 'tears' were like a 'thousand diamonds'. This is ironic because Harry never wanted for anything and now his friends tears were discribed as a thousand diamonds. This is significant because it shows that in life all you need is family and friends. This links to how the character Harry was poor but yet his friends were devistated when he had passed away.

The poet presents ideas about living a happy and contented life. Harry was seen to just his dogs. The poet delibratly uses descriptive language to show how much Harry wanted the dogs. Harry's dogs were always happy like their owner and when 'winter' started the dogs would get wool for Harry to use. The noun 'dogs' shows Harry's passion for his two dogs. This is significant because it shows that Harry was living a happy and contented life. This links to how you can live a happy and content life without having money all you need is your loved ones and whoever makes you feel special.

Response to text / task

Textual references

Writer's methods

There is clear awareness of ideas here in the way the candidate has approached this task. There is a sense of explaining how the poem shows ideas about living life, and references are appropriate and relevant to the comments being made. Overall the response to task becomes clear by the end, which is why the mark awarded is into level 4.

Unseen Poetry Q2 Model Answers

Level 4 = 8 marks

While Angelou seems to be want the independence of old age and how it doesn't make you any less capable, Judy Williams emphasises how fragile and perhaps even helpless old age makes people.

Angelou uses imperatives "Hold! Stop!" to suggest the power and authority that old people still hold, the exclamation marks used to emphasise their voice and perhaps the speaker's frustration at being pitied. Meanwhile, Williams describes her grandmother as "old and small", "like a learning child". The adjectives describe a frail figure and the simile, which compared the woman to a "child", which has connotations of innocence and helplessness, almost suggests the opposite of what Angelou presents: a powerless character, who depends on others for all.

In spite of that, both poets imply growing old is a natural process that can't be avoided. Angelou expresses this in the form of the ABCB rhyme which sometimes takes over the poem, which perhaps suggests a cyclical movement from early life towards ageing, and the playful nature of the rhymes perhaps alluded to how this isn't something to be afraid of or grieve for. Williams also shows growing old as natural as "waves of age" went over her grandmother. The "waves" could be a metaphor for time, but they also create a natural image in a poem already filled with sensory language like 'softest' and 'silk'. However, this could also have a derogatory meaning as the waves erode the rocks on shores and cliffs the same way time eats away at people, transforming them into 'learning' children, breaking pieces off of them in the forms of memories and loved ones who are forgotten, overwhelming them, submerging them forever.

This candidate presents an exploratory comparison of the presentation of ideas in the two poems. The response is completely focused on how both writers present their ideas, therefore addressing the AO2 focus of the task which is methods to create meanings. This is a sophisticated and convincing comparison, at the top of the threshold for GCSE performance and well worthy of the maximum mark for this task.

Level 3 = 6 marks

The poet in "Nobody" uses a wide range of violent verbs, perhaps to present the importance of letting go of anger and positive emotions. There is a contrast in the way Macrae seems to show more care towards nature as though it is part of what makes his life worth living and give him joy and the way Laskey is quite violent towards nature as a way to make yourself feel at rest again, instead of withholding negativity. Laskey uses violent verbs such as "clench", "fling", "shake" and "stomp" to express an angry or upset tone. Additionally, the fact that these actions are incorporated with snow which is considered pure, further highlights how everyone in life has negative emotions, due to their contrast, but also to emphasise to the reader how everyone must embrace and then let go of these emotions. On the other hand, in "The Richest Poor Man in the Valley" Macrae uses much calmer tone to express his desire to care for nature through the use of more delicate imagery and adjectives. He believes that you should be more caring to nature when living life than Laskey and that you should be able to stay absolutely pure. This is seen when "he cleared a thin silver path across the black mountain". The contrast in "black" and "silver" shows how he sees value in nature, which has connotations with "silver" and how he is careful to not be harmful to others in life which could be interpreted through the adjective "thin". Although both poets relate emotions experienced through life with people, they can also be linked with their beliefs on how you should treat your life, how you treat others and how that links further with how you live your life.

This is a thoughtful comparison of the two poems because the candidate understands the ideas in both and has made a clear connection in terms of methods. The selections of methods are very useful as a way of building a comparison and overall this is a thoughtful, developed response to the task.

Level 2 = 4 marks

Structurally, the poem 'nobody' applies a cyclical structure. 'snowman' 'day of snow'. The cyclical structure applied may symbolise the repeated events taking place and may also connote the continuous repetition of snow may suggest how you should live your life to the fullest and have your own adventure. Whereas, structurally in the poem 'the richest poor man in the valley', the poet applies enjambment. 'silver path across the Black mountain'. The enjambment applied may suggest his adventurous nature and lived life to the fullest in the best ways possible and never deprived himself even in old age.

In terms of form, both poets apply free-verse to elucidate ideas on how to live your life. 'mountain, winter sheep, top' is applied in the 'richest poor man' to elucidate that the old man never limited himself and lived life in the most enjoyable way. 'build, clench, fling' is applied in 'nobody' to suggest the poet is elucidating that life is fun and every small moments count, so you should not limit yourself.

Linguistically, the poem 'Nobody' applies natural imagery to describe ideas on how to live life. 'grass clear for the birds'. The use of the natural imagery may suggest that you should be more adventurous and in tune with nature. Similarly in the poem 'richest poor man', the poet applies personification to describe how to live life. 'sulky clouds'. The personification applied may suggest that even with rain, don't limit yourself to the adventures you can have.

This response focuses on two methods: structure and form. Both of these are entirely appropriate in terms of how they are used to demonstrate shared ideas within the context of the question, and the candidate therefore makes a clear comparison of methods and is awarded a mark at the top of level 2 for clearly explaining the ways that methods are used to create meanings in both poems. In order to move into the next level, further development of the comparative connections between both poems would help this candidate.