

Eduqas  
English Literature  
GCSE Exemplar  
for: Component 1  
Section B Poetry  
Anthology  
Question

## SECTION B (POETRY)

## GENERIC ASSESSMENT OBJECTIVES GRID

## Question 7 (a)

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1, AO2 and AO3 are equally weighted in this question.

Total 15 marks

Band	AO1:1a+b, AO1:2	AO2	AO3
5 13-15 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure, make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
4 10-12 marks	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure, make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
3 7-9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure, make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
2 4-6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure, may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
1 1-3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure, may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

## SECTION B (POETRY)

## GENERIC ASSESSMENT OBJECTIVES GRID

## Question 7 (b)

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands. In Section B question 7(b) the focus of the question is comparison. Therefore examiners must only credit points which are comparative.

AO1, AO2 and AO3 are equally weighted in this question.

Total 25 marks

Band	AO1:1a+b, AO1:2	AO2	AO3
5 21-25 marks	Comparison is critical, illuminating and sustained across AO1, AO2 and AO3. There will be a wide ranging discussion of the similarities and/or differences between the poems.		
	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the texts critically; show a perceptive understanding of the texts, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the texts, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure, make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
4 16-20 marks	Comparison is focussed, coherent and sustained across AO1, AO2 and AO3. There will be a clear discussion of the similarities and/or differences between the poems.		
	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the texts, with considerable engagement; support and justify their responses by well-chosen direct reference to the texts, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure, make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
3 11-15 marks	Comparison is focussed across AO1, AO2 and AO3 with some valid discussion of the similarities and/or differences between the poems.		
	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the texts, with engagement; support and justify their responses by appropriate direct reference to the texts, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure, make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
2 6-10 marks	Comparison is general with some discussion of the obvious similarities and/or differences between the poems.		
	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the texts, with some engagement; support and justify their responses by some direct reference to the texts, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure, may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
1 1-5 marks	Comparison is very limited. There may be a basic awareness of the obvious similarities and/or differences between the poems.		
	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the texts, with a little engagement; may support and justify their responses by some general reference to the texts, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure, may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.

**SECTION B POETRY**  
**INDICATIVE CONTENT**

7.

(a) Read the poem below, *To Autumn*, by John Keats.

In this poem Keats explores ideas about nature. Write about the ways in which Keats presents nature in this poem.

[15]

***This question assesses AO1, AO2 and AO3.***

**Indicative content**

**Responses may include:**

**AO1**

- An understanding of Keats' appreciation and acceptance of the beauty of nature
- The inevitability of time passing in *To Autumn*
- The abundance of nature referred to in the poem
- The inevitability of death

**AO2**

- Comments on Keats' use of language to present nature
- The use of the three stanza structure in *To Autumn* to reveal the poet's acceptance of time passing and death
- The poet's use of imagery, such as the extended personification of autumn in its different stages
- The use of rhyme and structure to present the passing of time
- The use of language to suggest the richness and fecundity of nature

**AO3**

- How the approach to nature is presented in relation to the literary context of the Romantic tradition
- The influence of Keats' awareness of his own mortality
- Keats' relationship with nature
- The place of agriculture in the presentation of nature.

**This is not a checklist. Please reward valid alternatives.**

- (b) Choose **one** other poem from the anthology in which the poet also writes about nature.

Compare the presentation of nature in your chosen poem to the presentation of nature in *To Autumn*. [25]

In your answer to part (b) you should compare:

- the content and structure of the poems – what they are about and how they are organised;
- how the writers create effects, using appropriate terminology where relevant;
- the contexts of the poems, and how these may have influenced the ideas in them.

### **Indicative content**

For the second poem candidates may choose any other appropriate poem from the anthology that explores the presentation of nature. For example if candidates choose *Death of a Naturalist* then responses may include:

#### **AO1**

- An understanding of a child's view of nature in *Death of a Naturalist* and how this compares with the view of nature in *To Autumn*
- The child's engagement and excitement in his discovery of the natural world in *Death of a Naturalist* and a comparison with the narrator's viewpoint in *To Autumn*
- How both poems deal with the theme of nature

#### **AO2**

- How Heaney uses language to achieve specific effects and how this compares to Keats' use of language in *To Autumn*
- The use of childlike imagery and the appeal to the senses in *Death of a Naturalist* and how this compares with the use of imagery in *To Autumn*
- How iambic pentameter and division into stanzas, contribute to the overall meaning of *Death of a Naturalist* and how this compares with the structural features of *To Autumn*

#### **AO3**

- An understanding of the contexts of *Death of a Naturalist* and the contexts of *To Autumn*
- Comments on context such as *Death of a Naturalist's* 20<sup>th</sup> century Irish rural setting compared to the rural setting of *To Autumn*
- Valid comparisons of both poems' autobiographical elements, such as the poets' awareness of the passing of time
- A comparison of the contextual factors affecting *To Autumn* and *Death of a Naturalist*, e.g. the importance of the natural world to the poets

**This is not a checklist. Please reward valid alternatives.**

**SECTION B (Poetry)**

7. Answer **both** part (a) **and** part (b)  
 You are advised to spend about 20 minutes on part (a) and about 40 minutes on part (b).

(a) Read the poem below, *To Autumn*, by John Keats.

In this poem Keats explores ideas about nature. Write about the ways in which Keats presents nature in this poem. [15]

(b) Choose **one** other poem from the anthology in which the poet also writes about nature.

Compare the presentation of nature in your chosen poem to the presentation of nature in *To Autumn*. [25]

In your answer to part (b) you should compare:

- the content and structure of the poems – what they are about and how they are organised;
- how the writers create effects, using appropriate terminology where relevant;
- the contexts of the poems, and how these may have influenced the ideas in them.

***To Autumn*** by John Keats

Season of mists and mellow fruitfulness!  
 Close bosom-friend of the maturing sun;  
 Conspiring with him how to load and bless  
 With fruit the vines that round the thatch-eves run;  
 To bend with apples the moss'd cottage-trees,  
 And fill all fruit with ripeness to the core;  
 To swell the gourd, and plump the hazel shells  
 With a sweet kernel; to set budding more,  
 And still more, later flowers for the bees,  
 Until they think warm days will never cease,  
 For Summer has o'er-brimm'd their clammy cells.

Who hath not seen thee oft amid thy store?  
 Sometimes whoever seeks abroad may find  
 Thee sitting careless on a granary floor,  
 Thy hair soft-lifted by the winnowing wind;  
 Or on a half-reap'd furrow sound asleep,  
 Drows'd with the fume of poppies, while thy hook  
 Spares the next swath and all its twined flowers;  
 And sometimes like a gleaner thou dost keep  
 Steady thy laden head across a brook;  
 Or by a cyder-press, with patient look,  
 Thou watchest the last oozy hours by hours.

Where are the songs of Spring? Ay, where are they?  
 Think not of them, thou hast thy music too,—  
 While barred clouds bloom the soft-dying day,  
 And touch the stubble plains with rosy hue;  
 Then in a wailful choir the small gnats mourn  
 Among the river shallows, borne aloft  
 Or sinking as the light wind lives or dies;  
 And full-grown lambs loud bleat from hilly bourn;  
 Hedge-crickets sing; and now with treble soft  
 The red-breast whistles from a garden-croft;  
 And gathering swallows twitter in the skies.

7a In the poem autumn is presented as a calm atmosphere and I know this because it uses words such as 'oozing' this word jumps out at me because it shows how calm it is. Also you can tell that it is quite calm because its personifying a women and women tend to be more satisfied about nature, this quote shows that he is presenting the poem as personifying women 'Thy hair soft-lifted by the winnowing wind'. This is because it shows that a womans hairs flying about in the wind. Also it is setting the scene in a readers mind by saying things like, 'Hedge-crickets sing;' and, 'the Red-breast whistles', This is showing not only what the atmosphere was like it is also saying the sounds, the sounds of insects, birds and animals, This is creating a picture in the readers mind of what it was like and how calm it was. The Poem ran from one line into the next describing how much Keats loved autumn and how its his favourite season and listing the type of things he see's and how it makes him feel in autumn. But he is also saying how the sun and autumn are the best of friends, at the beginning it is indicating that is morning and once it gets to the end it is saying about the sun setting 'while barred clouds bloom the soft-dying day'.

**Comment [W1]:** Focus from the start

**Comment [W2]:** Selects relevant points and responds at a personal level.

**Comment [W3]:** Selects and interprets mood

**Comment [W4]:** Some appreciation of technique and comment on 'how'

**Comment [W5]:** Highlighting of some relevant detail

**Comment [W6]:** A brief reference to 'how'

**Comment [W7]:** Some understanding

AO1: This has some focus on the task, the candidate uses a straightforward approach and offers some direct reference to the text in support of the points made. There is understanding of the key aspects of the poem.

AO2: The candidate begins to comment on and analyse the language choice and there is some reference to meaning and some use of relevant subject terminology.

AO3: There are only implicit references to context.

Overall: The candidate produces a low band 3 response.

7b The poem I am going to compare with 'to Autumn' is the 'Death of a Naturalist', the reason I am comparing these two is because they are both about nature but both have a totally different tone/meaning because 'to Autumn' is calm and 'DOAN' is a dark poem about evil, angry frogs. 'to Autumn' is about how elegant Autumn is and how it is personifying woman but 'DOAN' is showing how the frogs have taken over a flax-dam and destroying childhoods by mentally torturing children. I wanted to compare them because they have the same theme about nature but have different meaning beside it in which one of them is pleasant and the other is disturbing.

**Comment [W8]:** There is some comparison of mood here although it is a simplistic link

**Comment [W9]:** In a way..

**Comment [W10]:** There is a brief reference to the poems but this is under developed

**Comment [W11]:** Makes straightforward links

AO1: The candidate shows some understanding of the task and the poems and offers simple comparisons of the texts.

AO2: There are some simplistic comments on effects.

AO3: There are only implicit references to context.

Overall: The candidate would receive a mark into Band 2

7a

The way in which Keats represents Autumn in his poem, To Autumn is that Autumn is a wonderful season, on the first line it goes back to the world 'mellow' which means soft and delicate. This puts a nice soothing image into the readers heads straight away. Keats talks a lot about fruit in this poem, also it says ' for the bees' which could suggest that Autumn goes hand in hand with one another. In line 7 Keats uses a comma in the middle of the sentence to cause a natural pause, this is called caesura, Keats may of used this technique because it will make the reader think and absorb all the greatness of Autumn. The words that rhyme at the end of each sentence ads a nice context and really compliments the season of Autumn. In the second stanza it starts straight away with a question this could be so the reader feels involved with the second stanza and connects straight away. The seconds stanza is more about what you as a person could normally do, the first stanza is introducing the beautiful things about Autumn, by doing this it allows the reader to fully appreciate Autumn and to bring back memories. We know this because it said 'thee sitting careless in a granary' this is talking about a being tired from absorbing the nature, we know this as the word 'careless' shows that he is tired and to sit on a granary floor which would be covered in leafs and possibly grain, it might show tiredness; they could also be sitting down so they can see the true beauty of whats around them.

In the third and final stanza it talks about music and the day slowly dying down, we know this because Keats says 'soft-dying day' which might be short for the soft day is dying which would refer to day turning into night. In the last stanza it also says 'light which lives or dies' which could suggest that Autumn is coming to an end and winter might on its way. On the second to last line Keats used personification with the phrase' the red breast whistles' which could be used in the sense to show people how clever nature really is, because Keats didn't feel as though nature was recognised and praised enough.

**Comment [W12]:** Focus on the task and the poem and the candidate selects and highlights relevant detail.

**Comment [W13]:** This point is not clear

**Comment [W14]:** Feature spotting! No need to explain the terms to the examiner

**Comment [W15]:** Some attempt to discuss meaning and an awareness of structure is evident

**Comment [W16]:** A simple comment

**Comment [W17]:** Some comment on technique and analysis of 'how'

**Comment [W18]:** Selects and highlights language choice

**Comment [W19]:** Some discussion and awareness of context

**Comment [W20]:** The candidate tracks through the poem effectively

**Comment [W21]:** Some comments on language

**Comment [W22]:** Not really

AO1: The candidate shows an understanding of some of the key aspects of the text and justifies some of their responses by direct reference to the text including quotations.

AO2: The candidate begins to analyse the writer's use of language and structure and there is some reference to meanings and effects.

AO3: There is some implicit reference to context and the candidate also makes some explicit references although these are not always successful.

Overall> This is a secure band 3 response.

7b The poem, To Autumn has 3 stanza's with 11 lines in each one, this means this poem is regular, the fact it is regular could mean that the poem is set out perfectly therefore Autumn is set out perfectly. It could be a way of completing Autumn through form.

**Comment [W23]:** There is an attempt to comment on form although this is not always successful

One poem you could link to is 'How do I love thee?' Written by Barrett Browning as that poem is about her loving her husband, it is written in a traditional sonnet form. In To Autumn Keats is talking about how much he loves Autumn, in 'How do I love thee' it is about loving her husband. Therefore a theme in both poems is love, and the love for one another as he (Keats) refers to Autumn almost is a person. As Browning didn't have many lines to write in she used the term 'I shall love thee, from sunlight to candlelight'. This means that she will love him at all times, much like Keats loves Autumn even though, Autumn is dying away he still loves it more than anything.

**Comment [W24]:** The candidate is not focussing on the theme of nature here!

A poem that you couldn't link it to is Ozymandias, Ozymandias is a poem written by Shelley in sonnet form (however not a traditional love sonnet poem) about how power doesn't last, but in To Autumn it could be about how the power of love will always be there and love which might be meant as power cannot be left. Ozymandias is also a very down beat slow poem with commas used for a different effect, the effect so you, can slow down whilst reading. 'I met a traveller' the fact he met someone could mean that he was influenced into thinking power doesn't last.

**Comment [W25]:** The candidate loses focus on the question

**Comment [W26]:** A very tenuous link and not what the question is asking

**Comment [W27]:** Drifting even further away from the focus of the question

**Comment [W28]:** Simplistic comments

One other poem that I think you could link it to was London, as both poems were written to maybe influence the reader, of course the poem London written by Blake in 17<sup>th</sup> Century caused a lot of outrage. Influence was and is a big theme in each poem, even though London isn't a very happy poem it still introduces a kind of change, the line 'with every newborn's cry' compared to 'mellow fruitlessness' does contrast in a huge difference, however when you look beneath the surface you notice that Blake was involved in nature and loved nature, as does Keats. Therefore there is a similar thing in the writers thoughts and ideas.

**Comment [W29]:** There is some discussion of context but this is outside the focus of the task

**Comment [W30]:** This point is not really relevant

AO1: The candidate manipulates the focus of the task and deals with four poems rather than the two defined in the question. This results in a limited focus on the task and is a self-limiting approach.

AO2: There are some simple comments on structure and form although these are not all within the focus of the question.

AO3: Some understanding of the contexts shown.

Overall: The limiting nature of this response and the lack of focus on the task put this response just into Band 2.

7a

The poem 'To Autumn', was written by John Keats in 1819, and the poem explores many ideas about nature. One of the ideas it explores, is that Autumn is an actual person. It personifies the season of autumn, as though 'Autumn' has feelings, can speak and is somewhat a physical being rather than a season. By saying 'Conspiring', it could be said that this is evidence of how Keats believes that the season talks, and personifies it, so it is easier for the audience to understand how he personally feels about it, however it could also be inferred as though autumn is plotting something, as though 'Autumn', is intelligent and wise.

**Comment [W31]:** Focus on the task from the outset

**Comment [W32]:** Awareness of technique, style and effects

**Comment [W33]:** Selects detail to support points

**Comment [W34]:** Probing meaning

Another idea that the poem explores about nature is that 'Autumn' is a female goddess. We can infer that Keats changed how the audience can read the poem, because he says, 'Who hast not seen thee oft amid thy store'. This shows us that the reader becomes the second person, and Keats is talking directly to autumn. 'Thy hair soft lifted...' could connote that 'Autumn' is a female goddess, because he refers to her as a woman person. He speaks kindly of her. The use of alliteration like 'winnowing wind', somehow make 'Autumn' seem a soft and gentle woman, and it adds to the calm effect.

**Comment [W35]:** Probes language choice

**Comment [W36]:** Interprets detail

**Comment [W37]:** Some analysis of language

Keats could also have been exploring the idea that 'Autumn', isn't just something we can see, we can feel it too. He speaks about 'Autumn', in the third stanza, with the use of a lot of auditory imagery. He uses a lexical set/field of words with the common theme linking back to nature and animals. 'Bleat', 'twitter', 'whistles', all of these words create an atmosphere. It makes us feel as though we are in some type of pastoral setting.

**Comment [W38]:** Selects and highlights language but it is not very specific

**Comment [W39]:** Some reference to context

**Comment [W40]:** A nice idea

'To Autumn' could be described as John Keats personal declaration of love in a form of a love letter to the season. The way it is written is very structured and formal. It is made of 3 stanzas, which are 11 lines each. The three follow a rhyme scheme of A, B, A, B. This could be evidence that Keats is writing a love letter, because of the formality of it. Keats is describing a historic depiction of autumn, when people were so much more in touch with

**Comment [W41]:** Some comments on form

**Comment [W42]:** Maybe...

nature. The Romantics were in love with nature, and were known to make pastoral poems that were very aware of the beauty of nature.

**Comment [W43]:** Context addressed although something more specific would help

Another thing that could be said is that the use of sibilance and caesura's creates a mood and setting. 'Season of Mists' 'fruitfulness'. The continuing of the use of the letter 's', sets quite a soft mood to the poem. It creates the effect of structure, but also rolls of the tongue nicely, that it adds to the effect of autumn's 'mellow' atmosphere. The use of question marks, 'Where are the Songs of Spring?' leave time for the reader to pause and think about what Keats is asking 'Autumn'.

**Comment [W44]:** Rather generalised

**Comment [W45]:** Analysis of language choice and makes a valid point

Overall, Keats refers to the Season of autumn as a female goddess that takes on different persona's. She is a farmer and a singer, and by doing this he personifies 'Autumn', to have different characteristics and traits, which brings the season to life. 'Reap'd', 'songs', are both evidence Keats doing this.

**Comment [W46]:** Valid interpretation

AO1: The candidate sustains focus on the task, showing engagement and secure understanding of key aspects of the text.

AO2: This discusses and analyses language structure and form and uses apt subject terminology.

AO3: Shows an understanding of context although this tends to be rather generalised.

Overall: A secure Band 4 response.

7b One poem that 'To Autumn', could be linked to is 'Death of a Naturalist', by Seamus Heaney. The link could be made because both explore ideas of nature. Keats explored the ideas that nature is a person, that has characteristics, and is a goddess, while Heaney explored his own childhood memories of Autumn.

Comment [W47]: Good choice!

A link that could be made between both poems is that they both personify things that are not able to speak, or may not have feelings into human figures. Keats personifies autumn and explores the idea it can speak, by using 'conspiring', whilst Heaney explores the idea that the frogs were 'Great Slime Kings.' These two ideas could connote that they both have had experiences where they have felt that a season or an animal is more than just something that can't speak but more like they were humans.

Comment [W48]: A clear point of comparison and focus on the question from the start

Comment [W49]: A valid point. The candidate finds a link and then supports with reference to the text

Another link between the two, is that 'Death of a naturalist' has a lexical set based on warfare. Heaney used the words 'Cocked', 'grenade', 'vengeance' and 'rank', and these all have a common theme, that is war, and warfare. Whilst 'To Autumn', has a running theme of nature and wildlife. Some of the words used in 'To Autumn', being 'fruitfulness' 'plump' and 'o'erbrimm'd' This could connote that both Heaney and Keats both had contradicting ideas about nature. They could have had contrasting ideas, because 'To Autumn' was written a whole century before, 'Death of a Naturalist'.

Comment [W50]: Some analysis of language and a comparison of language choice

Comment [W51]: Links to context

The difference in both themes could connote how people have lost love for nature, and have began to distance themselves from it.

Comment [W52]: Maybe..

One difference between the two poems is the structure. 'To Autumn' is very structured and formal, whilst 'Death of a Naturalist', has no structure and is rather colloquial, using Irish dialect. 'Daddy frog', the use of this dialect could be Heaney putting across the idea that childhood is informal and irregular, and doesn't have any formality. Heaney could also be indicating that by the lack of structure in the poem, he is trying to show that childhood has no structure and is unorganised.

Comment [W53]: Not really

Comment [W54]: Language and effects

Both poems describe a pastoral area. Heaney describes his hometown in Ireland where a 'flax dam festered' and Keats describes autumn sitting on a 'granary floor'. **They** both use words that relate to plants and fields, and this could show a parallel in both of their childhoods and their childhood surroundings including experiences with nature.

**Comment [W55]:** Nice contrast of contexts

Heaney wrote 'Death of a Naturalist', in a very informal colloquial way, and the poem is **written** in free verse. This could be said that Heaney is exploring the idea that nature and childhood are both free. They are free, have no structure and don't follow any pattern. Whilst Keats describes the seasons rather formally, and shows his appreciation in a rather structured **way**.

**Comment [W56]:** Sort of...

**Comment [W57]:** Valid comparison

The two titles of a poem both could connote the poet's individual experiences with nature. 'Death' being used to signify the end of love for nature, and 'To Autumn', signifying a love poem to the **season**.

**Comment [W58]:** Finds an apt contrast

One other difference between the two poems, is that 'Death of a Naturalist' is written although it is a narrative while, 'To Autumn' is written in structure. This could be referring to both poet's style of writing. Keats likes to romanticise aspects of nature while, Heaney just wanted to narrate a personal experience in poet form. Heaney used quite irregular forms, while Keats used a distinct structured **form**.

**Comment [W59]:** Bit repetitive but still valid

Overall, both poem share a lot of similarities and differences, but were both written in two different centuries, so both refer to different aspects of nature.

AO1: This sustains focus, using a thoughtful approach to the task. There is a secure understanding of key aspects of the text and there is direct reference to the text, including quotations.

AO2: This compares language choice and structure and aptly uses the relevant terminology.

AO3: There is a sustained comparison of contexts throughout.

Overall: This is a borderline Band 4/Band 5 response.

7a) The way in which Keats presents nature in this poem is very positive and pleasant and describes the way the nature changes and how beautiful it is in the autumn season. The first stanza mostly describes the pastoral or agricultural side of autumn and nature, as it talks about filling 'all fruit with ripeness to the core' and the 'hazel shells with a sweet kernel'. These quotes sound very pleasant to the reader, as it reminds them of the delicious perks of this season. In the second stanza, Keats personifies autumn as a woman, Goddess even. In this stanza, Keats writes as if he is talking to autumn directly and uses words like 'thee' and 'thy' He also describes autumn as if she could actually be seen in lines 13 and 14, because he says 'sometimes whoever seek's abroad may find thee sitting on a granary floor'. This again emphasises that Keats was trying to present autumn as a person rather than a period of time. Finally, the third stanza mostly describes the comforting sounds of nature at this time of the year, for example, he uses words 'bleat', 'treble', 'whistles' and 'twitter' these could be a lexical set because they are all related to the theme of music. I think this final stanza was his way of creating auditory imagery, because it makes the reader relax and imagine all these comforting sounds of nature around them. I think it was almost as if he has closed his eyes at that point and relied on his other senses (like hearing) to finish this poem off and show this other beautiful side of nature.

**Comment [W60]:** A quick summary of mood and content and a focus on the task from the start

**Comment [W61]:** Context

**Comment [W62]:** Supports viewpoint

**Comment [W63]:** Identifies technique

**Comment [W64]:** Nicely tentative

**Comment [W65]:** Some appreciation of technique

**Comment [W66]:** Valid appreciation of language and selects and probes language choice

**Comment [W67]:** Quite thoughtful

AO1: This feels quite confident and there is secure understanding evident.

AO2: The candidate offers some analysis of the author's technique and language choices.

AO3: The reference to context is only implicit and this limits the overall mark the candidate can achieve.

Overall: A low Band 4 response.

7b) I have chosen to compare 'To Autumn' by John Keats, to another nature-themed poem called 'Death of a Naturalist' by Seamus Heaney. The two poems are slightly different in many ways, but at the same time have various similarities. 'The Death of a Naturalist' tells a story of Heaney's memory from his childhood, whereas 'To Autumn' describes the different ways in which autumn is a beautiful season. The two poems also have slightly different structures, because To Autumn has three equal stanzas, all 11 lines each and a mostly regular rhyming scheme whereas DOAN is written in free verse, which I think, may be to represent the freedom of childhood. Although both poems involve similar effects created by punctuation, because they have caesura. 'To Autumn' has caesura in the third stanza on the first line, where it says 'Where are the songs of Spring? Ay where are they?' In this line there is a question mark in the middle of it, which makes the reader stop and think about the question. Whereas in DOAN there are plenty of full stops in the middle of several lines, which make the reader pause and create a dramatic effect. The two poets were born in different time periods which may have influenced their views on nature and their life experiences, which is why the two poems present different images of nature. 'The Autumn' includes lexical sets linked to sounds and music, as I have mentioned before whereas Heaney's DOAN includes lexical sets linking to war and battlefield like 'cocked', 'grenades' and 'threats', probably because while Keats was trying to praise and glorify autumn and its natural aspects, Heaney was trying to present the story of a child losing their innocent enthusiasm of nature. In Heaney's poem, he is a child who has just faced the realistic and dangerous side of nature. He is smart enough to know that stealing the frogspawn was morally wrong, because he thinks the frogs 'gathered for vengeance', but he is not experienced enough to know that the frogs won't harm him.

Another difference in the two poems is that Keats 'To Autumn' presents nature in a very delicate and calm way, whereas Heaney's DOAN describes the frogs as 'great frog kings' and says that they 'invaded' the flax dam, which makes nature seem quite scary and harsh.

**Comment [W68]:** Focus on the task from the outset

**Comment [W69]:** Point of comparison aptly made

**Comment [W70]:** Contrasts and interprets structure

**Comment [W71]:** Probes structure and its effects while selecting and commenting on relevant detail

**Comment [W72]:** Awareness of some of the differences in context

**Comment [W73]:** Apt comparison of 'how'

**Comment [W74]:** A thoughtful and evaluative comment

**Comment [W75]:** Sound grasp

**Comment [W76]:** Clear contrasts aptly explored

Another similarity between the two poems is that they both personify the parts of nature which they are describing, because 'To Autumn' personifies autumn (obviously) whereas DOAN personifies the frogs, and more than once, because firstly he calls them 'mammy' and 'daddy frog' and then again later calls them the 'great slime kings'. Which also shows this metaphorical 'death' from the title which basically symbolise Heaney losing his innocent enthusiasm for nature as the realistic aspects of it start to set in for him as a child.

**Comment [W77]:** Apt link with textual support given

**Comment [W78]:** Sees sub-text

AO1: The candidate sustains focus on the task with the comparison becoming more assured and confident as the piece progresses. There is evidence of an emerging evaluative approach and there is also perceptive understanding of the texts.

AO2: Some thoughtful comparison of language choices with some particularly good comments on structure. There is thoughtful reference to meanings and effects.

AO3: The candidate shows a secure understanding of the different contexts and their influence on the texts.

Overall: The candidate would receive a mark at the bottom of Band 5.

7a: She presents the poem by saying nature is all about winter in winter the leaf fall of the tree's and the farmer collect here crops in for winter so they are provided for the winter sometimes they even sell their crops so they can get eggs and bread for the winter and it says that later flowers and bees that mean the bees will eat of the flowers to take it and make pollen and fruitfulness it means sweet fruits and maturing sun it means the sun is amazing, and bright and warm.

**Comment [W79]:** Element of misreading from the start

**Comment [W80]:** Simplistic comments on context

**Comment [W81]:** There is some focus on the task here and some simple discussion

And she say that cottage tree full by fruits and twined flowers it means flower what look like the same one made over and over again and it says winnowing wind that is a simile because it start with w all the way through the winnowing sounds like made wind and it sound like it is angry aswell. It says To swell the gourd and plump the hazel shells I think it means that plumps have a hazel shell.

**Comment [W82]:** Trying to interpret

**Comment [W83]:** Maybe

**Comment [W84]:** Selects some relevant detail and tries to interpret the language choices

AO1: This has some focus and shows some understanding although this is rather limited.

AO2: Recognises and makes simple comments on language choice.

AO3: There are only implicit references to context here.

Overall: The candidate makes a real effort to engage with the poem and the task. This would receive a mark at the bottom of Band 2.

7b: He talks about when he was back in Primary school and he is called Seamus Heaney He would to got to the pond after the mummy frog give birth to her frog spawn and he got a hand full of the frogs spawn and he wanted to put in onto the window still at school and watch it grow in to egg with jelly all around it with a big dot of black inside of it and then he would watch in grow into a tadpole and then in 6 weeks it would have 4 legs than a week later or 2 weeks later it would be a frog and ever he has not been back to the pond where he got the frogspawn from because he fort the frogs was getting an army of frogs to Jump on him and he fort "if he put his arm back in to the Pond the Frogs spawn would clutch his arm" and he was crawling the land grass to the pond and he fort he frogs was going to get him so he ran home and never went back to the pond he has not been back to the pond since he had that dream about the frogs are going to get him but he hasn't even been back to the pond in these days. he was so scared of the frog on coming to get him for pinching Her babies and he fort that she would have told the other frogs to jump on him when he comes back to the pond to get more of the frog spam and if he put his hand in the frogspawn again it would clutch it and the frog spawn wouldn't let his hand go again.

**Comment [W85]:** Summarises the poem, gets to the gist of it but there is no comparison here

**Comment [W86]:** Grasps the basic content of the poem

AO1: There is a basic understanding of content but there is no comparison here.

AO2: Generalised through re-telling. There is no explicit comment on language, structure or form.

AO3: Context is not addressed.

Overall: The candidate would receive a mark into Band 1.

7a. 'To Autumn' is a poem about a person describing the features of nature they see during Autumn and its slow transition from the end of summer to the beginning of winter- the whole poem is a metaphor for the speaker's life.

John Keats wrote this poem while suffering from tuberculosis and was near death. He took a walk by a river whilst in ill health and gained inspirations for the poem from the sights, sounds and smells he encountered.

**Comment [W1]:** Biographical context

There is a mood of appreciating nature within this poem as the speaker describes his surroundings as beautiful as shown through 'mellow fruitfulness' and 'gathering swallows twitter in the skies'. These are things that you would normally associate with the beauty of nature, in particular, the season of Autumn.

**Comment [W2]:** Clear focus

**Comment [W3]:** Textual support

I believe that Keats is trying to get the reader to appreciate nature more because he describes many things to be found in the outdoors that you'd normally take for granted as brilliant and beautiful, for example, 'sweet kernel' and 'rosy hue'. Therefore, Keats is showing that the reader should understand and take pleasure in perhaps the more common and simple things in nature and appreciate the verdant world they live in.

**Comment [W4]:** Probing author's intention

**Comment [W5]:** Apt quotations selected in support

This poem is structured in an obvious way with its three stanzas; each one is devoted to a different part of Autumn. However, there is an underlying subtext with the whole poem being a metaphor for the speaker's life. The first stanza appears to describe nature at the end of summer/ start of Autumn, as shown through 'they think warm days will never cease', with 'warm' being largely associated with summer weather. The second stanza portrays mid-Autumn as displayed through 'drows'd with a fume of poppies'; the word 'drows'd is

**Comment [W6]:** Straightforward comment on structure

**Comment [W7]:** Sees sub-text

**Comment [W8]:** Selects and highlights effectively

depicting things slowing down (the summer is fading but winter is coming). The third, and final stanza renders the coming of winter and the end of Autumn as shown through 'barred clouds boom the soft-dying day' and 'where are the songs of Spring?' This shows that Autumn is dying, and that all the beauty and nature of it is receding. However, as we can tell from the context of 'To Autumn', the whole poem could be a metaphor for the life of the poet. This is because the coming and going of Autumn could be a symbol of life, the end of summer/start of Autumn being birth and winter being death. Despite this, as the seasons continue going around and around, a metaphor for the everlasting circle of life is there thus showing that although the speaker may die, the circle of life continues and he may exist again.

**Comment [W9]:** Tracking movement of poem with apt support

**Comment [W10]:** Explains valid interpretation related to biographical context

This poem is very personal and moving as it has an air of mortality and is written in iambic pentameter which gives the poem a conversational tone. Also, as Keats died shortly after writing 'To Autumn', it is clear that he wrote the poem facing death from tuberculosis.

**Comment [W11]:** Comments on form and effect

Therefore, this poem makes me feel melancholy and sombre as it feels like Keats is directly talking to me whilst on his deathbed as he describes his final moments to me through the giant metaphor of Autumn being his entire life. On the other hand, in a much lighter perspective, I have been taught to appreciate my surroundings, especially nature, as it holds so many little things that at first seem regular and common, but at closer look, are magnificent in their own way.

**Comment [W12]:** Some personal response

**Comment [W13]:** Some evaluation of effect

AO1: The candidate sustains focus on the task, conveying ideas with coherence. Apt quotations are selected in support of discussion.

AO2: Language, structure and form are commented on with reference to meaning and effects with apt use of subject terminology.

AO3: There is understanding of biographical context linked to sub-text.

Overall: This response would achieve a strong Band 4 mark.

7b. 'The Soldier' is a patriotic and inspiring poem that takes pride in British culture, from its nature and appearance to the general qualities of the nation. Containing a soldier in World War One, the poem explores the honour to die for one's country through a description of glorified war, where none of the horrors take place and it is full of only bravery and nobility.

**Comment [W14]:** Not an obvious choice given the question stem.

Rupert Brooke wrote this poem whilst in World War One. However, he never got to the Front Lines and properly fought as he contracted sepsis (blood poisoning) and died in the Dardanelles in 1915.

**Comment [W15]:** Some overview

There is a very patriotic mood within The Soldier as the speaker describes his willingness to die for his country as it very brave and noble as shown through 'in that rich earth, a richer dust concealed'. The speaker is saying here that if he dies, he will be buried in that 'rich

**Comment [W16]:** Knowledge of biographical context is shown

earth', and because his death will be noble as it is going to be patriotic and for his country, he will be the 'richer dust concealed.' There is also an element of appreciating nature as shown by 'her flowers to love' and 'blest by the suns of home' (home being England). This shows the positive aspects of the English countryside and that they should be appreciated even if they're insignificant rather than discarding them.

**Comment [W17]:** Selects and highlights, showing understanding of a key idea

I believe that Brooke is trying to get the reader to be more appreciative of the qualities of

England as shown by the glorification of the country, as portrayed through 'English heaven'.

This shows that England is so brilliant and beautiful that it could be considered 'heaven'.

**Comment [W18]:** Focus on question stem here

**Comment [W19]:** Selects and interprets

The Soldier is a sonnet which are normally about love. Thus, the poem is about a soldier showing their love for their country (England) and not for a singular person. Also, as the

**Comment [W20]:** Some appreciation of form

poem is written in iambic pentameter, it is given a conversational tone which makes the

**Comment [W21]:** Probing effect of form

poem incredibly personal. The first stanza takes into account 'if' the soldier will die and there is quite a sad tone, as it seems his death is inevitable. However, the second stanza takes into account 'when' the soldier will die, which could be even sadder, but the poet takes into account the good that will come from the speaker's death and how noble it would be to die for England.

Comment [W22]: Pperhaps...

This poem makes me feel proud to be an English citizen because it draws upon the greatness of the nation and the factors that make the country so brilliant. It also makes me appreciate nature more as it includes the things that at first look seem insignificant but at closer inspection, are beautiful.

Comment [W23]: Some personal response

Both 'To Autumn' and 'The Soldier' attempt to show the reader that they should appreciate the beauty of nature. They both concentrate on the small things to be found on nature that would normally be dismissed as common, however, the poet suggests to us that these should be treasured.

Comment [W24]: Rather vague, with no specific support here

Also, both poems appear to show the speaker to have pride and a fearless attitude to death.

In 'To Autumn', the whole poem is a metaphor for the speaker's life, and as the seasons continue after the end of Autumn, he seems to accept the circle of life and starts to take solitude and is content in his own death. This is also portrayed in 'The Soldier' because the speaker states honour in his own death, as shown through 'a richer dust concealed', which portrays the soldier who would be dead as a rich dust thus showing that his death will be brave and noble.

Comment [W25]: First point of comparison made here – focus, but no specific reference in support

Comment [W26]: Sees a link with some support

AO1: The candidate shows understanding of some key ideas in 'The Soldier', but focus on the theme of nature and comparison is limited.

AO2: Aspects of form and structure are recognised and there is some reference to effects; the candidate begins to analyse language choice.

AO3: There is understanding of biographical and historical context.

Overall: The fact that focus on 'presentation of nature' is limited and comparison is only addressed at the end keeps this response to a secure Band 3 mark.

### To Autumn and Mametz Wood

7a. To Autumn by John Keats is a romantic poem that focuses on nature, life and the seasons in particular. It personifies nature as a single **entity** who power can wax and wane, and who can rest, recover and recuperate. Even the title personifies Autumn; it could be seen as the title of a letter or message to the season. It could be interpreted as a metaphor for a single life or cycle of **lives**. While the majority of the poem speaks of the positive and wondrous aspects of nature, it has elements of death and slumber which could reflect his own acceptance of **mortality** as he died of tuberculosis not long after writing this poem.

**Comment [W27]:** Appreciates key technique

**Comment [W28]:** Probing sub-text

**Comment [W29]:** Valid link to autobiographical context

In the first stanza, Keats speaks of bountiful fruit and growth while repeatedly using textual/sensual/touch **imagery**. With regards to the metaphor of a human lifespan, this could either refer to passion and love that leads to new life or the beginning of said life and the growth and development that ensues. The sun could be interpreted as the father **while** the earth is interpreted as the mother, who nurtures her children and safeguards and provides for them. This takes place in early autumn.

**Comment [W30]:** True, but lacking specific examples

**Comment [W31]:** Valid interpretation, but again without textual support

In the second stanza, we see the personified "mother **nature**" starting to wind down, rest and recuperate. The sensual focus changes to sight and calmer, more relaxed vocabulary is used; careless, **oozing**, patient. The metaphor of a human lifespan or pregnancy is still open to interpretation here; it could be referring to the mother becoming more tired of the

**Comment [W32]:** Tracking movement of the poem

**Comment [W33]:** Textual selections to illustrate point on language choice

pregnancy. Alternatively, it could be referring to the theoretical person reaching maturity and slowing down.

**Comment [W34]:** Some probing of sub-text, if a bit general

In the third stanza, we see a focus on sound as opposed to sight or touch. We also see the metaphor of pregnancy or lifespan continued as the poem takes on a darker, sadder tone, which could reflect either approaching death (the end of the lifespan) or approaching pain and difficulty (the end of the pregnancy). The first line of the stanza, "where are the songs of Spring?" seems to imply hope and a light at the end of the tunnel of sorts. Besides being another reference to sound, this could refer to an afterlife or the release of a new life into the world.

**Comment [W35]:** Needs support from the text

**Comment [W36]:** Perhaps interpreting detail

AO1: The response has a clear focus, beginning to select references to support discussion. There is probing for different layers of meaning, but tending to be rather general.

AO2: The candidate is beginning to track and analyse language choice.

AO3: There is some understanding of the relationship between the text and the writer's biographical context.

AO4: More specific textual reference would have helped this candidate achieve more here. As it stands, this is a secure Band 3 response.

7b. The two poems are similar in that both personify nature as a single entity that can be harmed

or **weakened**, but can also recover and regain strength. Another key similarity is that both

**Comment [W37]:** Apt link with focus but lacking textual support

could be seen as opposing growing human influence and **civilization**, but Mametz Wood does

**Comment [W38]:** Interesting connection, but again lacking specific reference

it directly whereas To Autumn uses omission. Mametz Wood speaks of the negative impact

human warfare has had on the forest **and** the damage that has been wrought. To Autumn

**Comment [W39]:** E.g.?

casts nature as pure and tranquil with no mention of humanity. Not only has human

civilization been completely skipped over in the **poem**, but if the natural world is so

**Comment [W40]:** Perhaps

important, surely human advancement (which strongly contrasts this) could be seen as a

blight on what Keats holds dear in To Autumn.

The poems are also similar in that they share a partial theme of death. **However**, they are

**Comment [W41]:** Valid link

expressed differently. Mametz Wood casts it under human warfare and the damage this had

done to the **forest**, which is trying to reclaim its former strength. To Autumn seems to speak

**Comment [W42]:** This needs textual reference to support the point

of death as an integral part of nature, which is not to be feared and will end and repeat **itself**

**Comment [W43]:** Again, no support is offered

for the foreseeable future. Both poems take influence on this theme from the context in

which they were written. Mametz Wood is written after a vicious **battle** in the forest itself, in

**Comment [W44]:** Some awareness of context

which many lives both human and native to the wood were lost. To Autumn was written not

long before its author (John **Keats**) lost his life to tuberculosis; the poem could be interpreted

**Comment [W45]:** Biographical context

as expressing his acceptance of mortality, his hopes for an afterlife, and/or his concerns over

leaving behind all that he has ever known.

AO1: There is some focused comparison of content with a few valid links, unfortunately without specific textual support.

AO2: There is no explicit discussion of language, structure or form.

AO3: The candidate shows an understanding of a couple of aspects of context.

Overall: Although the candidate makes some reasonable points of comparison, the lack of attention to AO2 and specific textual reference limits the mark to the lower end of Band 3.

### To Autumn and Afternoons

7a. 'To Autumn', could be seen as a poem reflecting on the poet's life. Keats uses the themes

and aspects of nature to represent his own short life. He seems to use the season of

**Comment [W46]:** Sees sub-textual meaning linked to biographical context

Autumn to represent his fading life, Winter being a dark time - perhaps suggesting he is

close to death. He writes 'To Autumn' in a sensual way as if Autumn is a woman.

**Comment [W47]:** Awareness of key technique

In the first stanza, Keats describes the transition between Spring and Summer as a happy

and warm time. He does this by using textual and sensual language; such as 'ripeness',

'clammy' and 'warm days'. Keats uses iambic pentameters, alike to Shakespeare, to,

**Comment [W48]:** Supports point with apt quotations

perhaps, prove himself as an established English poet and achieve a conversational tone,

**Comment [W49]:** Comments on form and its effect

making the poem approachable and informal. The three stanzas are structured upon the

sounds, sights and compositions of the dying Summer. The different emotions created by

the three stanzas encourage the reader to feel remorse for the incoming Winter. Perhaps

**Comment [W50]:** Probing for effect on reader

implying that Keats knows he is at the end of the road. The poem conveys a nostalgic tone.

For example 'and gathering swallows twitter in the skies' suggests that he could be

preparing for heaven, 'swallows' implying nature's song.

**Comment [W51]:** Selects and interprets, linked to context

The first stanza is likely to be at the beginning of Autumn as the descriptions are bountiful

and bright. Lots of wildlife is mentioned; the 'fruit' 'vines' and 'bees' reflect his youth. The

**Comment [W52]:** Apt selections

way he says 'flowers for the bees' might replicate everything happening for a reason and

**Comment [W53]:** Tentative probing

could be a way for him to face mortality in this stage of his life. The phrase 'bosom-friend'

hints at a maternal and womanly aspect to Mother Nature.

**Comment [W54]:** Thoughtful selection and comment

Throughout the second stanza, Keats uses sights and views of spring that create images in the readers head. The second stanza is, conceivably, mid-Autumn. This is when the aspects of autumn become drowsy and relaxed. The phrase 'half-reap'd' may suggest a lack of effort at this time in Autumn, full of unfinished tasks – as harvest is over and there's not much to do.

Comment [W55]: Rather vague here

The third stanza may represent the closing of Keats' life as he dies not long after finishing the poem. The words 'mourn' and 'choir' could connote a funeral and he details a 'soft-dying day' as if his life is dying softly, also. The phrase 'light wind lives or dies' may suggest that he is the light wind and thus isn't sure if he will live or die. The suggestion of him as a light wind may suggest he is only temporary also and may hint at his acceptance of his death and facing mortality.

Comment [W56]: Selects and interprets

Comment [W57]: Apt textual support to show link to biographical context

Comment [W58]: Thoughtful, tentative probing

He asks the question 'Where are the songs of Spring?' – Spring being after Autumn – perhaps suggesting he is looking for something beyond Autumn and the a life after his death. On the other hand, this could represent his hope for making it to Spring. Although Keats mentions death, throughout the last stanza he remains peaceful and calm. He is still seeing the positives in life and nature – 'Hedge-crickets sing' – showing he is still alive and inquisitive at this time. This stanza describes the sounds of Autumn and the song of nature. The poem ends with 'gathering swallows twitter in the skies'. The swallows in the sky could be the final call from nature – the sky representing heaven. The end of the poem gives an uplifted feel of life continuing in the everlasting cycle.

Comment [W59]: Sort of!

Comment [W60]: Apt support

AO1: There is sustained focus, conveying ideas with coherence and assurance, and supporting with well-chosen quotations.

AO2: Analysis of aspects of form and language choice are offered.

AO3: The candidate shows understanding of a key element of context and links to textual detail throughout.

Overall: This response would be at the bottom of Band 5.

7b. Both poems are ambiguous; 'Afternoons' as to whether the poet describes the child or the Mother and 'To Autumn' as we are unsure if the poet was aware of his near approaching death when writing the poem and choosing the language.

**Comment [W61]:** A rather tenuous and generalised link

Both 'To Autumn' and 'Afternoons' describe and are set in autumn. They both detail the circle of life, whether this is the circle of the poet's life or a description of the life cycle in terms of the natural world. A common authorial intention of both Larkin and Keats could possibly be the generation in the reader's mind of thoughts associated with life and its cycle.

**Comment [W62]:** Link with some focus

In Keats' poem, To Autumn, he uses words such as 'fruitfulness' near the beginning of the poem, perhaps meaning new and colourful life, and 'wailful choir' near the end of the poem, possibly as a subtle link to death and funerals. Similarly, in 'Afternoons', Larkin uses words and phrases that clearly link to the different stages of life. For example, 'swing and sandpit', 'school' and 'wedding'.

**Comment [W63]:** Apt selections to support link

On the other hand, each poem includes an aspect of the end of something, perhaps a life, season or day. The poem 'To Autumn', as mentioned in our analysis, ends with the phrase 'swallows twitter in the skies', perhaps a metaphor for Keats' death. The words 'wailful choir' and 'dies' also support this point. The season of Autumn is the penultimate month of the year, suggesting that something is coming to an end. The title of Larkin's poem, 'afternoon' also suggests an end as the afternoon is thought of as the last few hours of the day.

**Comment [W64]:** Valid support

**Comment [W65]:** Valid, but not developed – what else is coming to an end in the poem?

AO1: The candidate compares the texts throughout, with focus on 'nature' mostly in place; some apt quotations are given in support.

AO2: Some appreciation of language choice with reference to effects is shown through selections.

AO3: There is a reference to a contextual factor on 'To Autumn', but nothing regarding 'Afternoons'.

Overall: This response would achieve a Band 3 mark, with brevity and limited attention to AO2 and AO3 holding it back. The fact that 7 (b) is only half the length of 7 (a) shows that the candidate needs to work on their use of time for the exam.

### To Autumn and Cozy Apologia

7a. To Autumn is an ode in which Keats describes the stages of autumn: the fruitfulness of early

Autumn followed by a gradual loss of life, that is characteristic of the **season**. Autumn's slow deterioration may be a metaphor for Keats's own life, because he wrote the poem while suffering the effects of the illness which he knew would likely kill him.

**Comment [W66]:** Brief overview and apt link to biographical context

In the first stanza Keats comments upon the glory of nature, at its most bountiful and **lively**.

**Comment [W67]:** Clear focus

For instance the first line 'seasons of mists and mellow fruitfulness!' reveals with the

exclamation **mark** the high spirits that Keats perceives autumn as possessing. It is possible

**Comment [W68]:** Analyses specific aspect of language/structure and its effect

that Keats himself is in a period of hope or perhaps feels that he ought to enjoy the world

**while** he remains in it and as a result is particularly attuned to the beauty of his

**Comment [W69]:** Tentatively probing link to context

surroundings. However from the line 'until they think that the warm days will never cease'

Keats may be ridiculing himself as well as the bees for finding joy in a season that is **not**

**Comment [W70]:** Thoughtful probing here

permanent, which perhaps means that he is laughing at himself for relishing a life that will

shortly be over. Keats may see autumn as a delusion: it seems as if the long colourful **days**

**Comment [W71]:** Sensitive, personal response

will stretch out for eternity, but in reality winter, like Keats own demise is not far away.

The following stanza begins with a question. This is a notable difference from the beginning

**of** the poem where an exclamation mark was employed. This could show that Keats has

**Comment [W72]:** Tracks and analyses an aspect of structure

been reminded of the **mortality** of autumn and as a consequence, his own. Throughout the

**Comment [W73]:** Continues to explore link between text and context

stanza the reader is shown autumn's energy dwindling, as winter approaches. For example

'Drowsed with the fume of **poppies**', shows how autumn is settling down and losing life, just

**Comment [W74]:** Apt selection in support

as Keats himself is. Nature is personified as a woman, which could be the idea of Mother

Nature. This is supported by the intimate, warm, motherly feeling that the poem has, as if humans have a connection with nature. This can be seen in 'with a patient look', which shows a positive nurturing relationship between nature and humanity. Keats perhaps feels this connection very strongly as he seems to compare his steady demise with the slow inevitability of autumn ending.

**Comment [W75]:** Identifies key technique

**Comment [W76]:** Perceptive comment with a well-chosen selection

The last stanza describes the late phase of autumn, in which winter- a metaphor for Keats's death- is very close, just as the end of autumn is. Keats asks 'where are the songs of spring?'

**Comment [W77]:** Continues to track through text in detail

This could be Keats questioning the loss of his life and wondering whether he will see the next spring, which seems so very far away in the period of bleakness that he is experiencing.

**Comment [W78]:** Perhaps, the candidate continues to explore biographical connection

But then Keats appears to console himself by saying 'think not of them, thou hast thy music too'. Perhaps this reflects a decision made by Keats to enjoy the time he has, rather than yearning for the time he may never see. However, misery quickly descends upon the poem:

**Comment [W79]:** Selects and probes sub-text

determination is replaced by a 'wailful choir' of mourning gnats and other morbid imagery.

**Comment [W80]:** Close tracking of mood

Perhaps this reflects the terror or doubt and maybe bitterness that Keats feels, faced with an imminent demise. It could be that these morose lines are Keats' expression of fear as he has used conventional fatalistic language, which suggests that he is unsure of what happens after death and has therefore had to resort to common conceptions. The poem is broken by a 'loud bleat'. This seems to serve to reawaken hope within Keats; the sounds of life brings him away from thoughts of death.

**Comment [W81]:** Perhaps a little vague here, but looking at language choice

In my opinion To Autumn is a desperate poem. There is a presence of hysteria in Keats's

longing for spring, a season he is aware that he may never see again. The praise of autumn

**Comment [W82]:** Some originality in personal interpretation

seems to me to be Keats's attempt to tear himself away from gloomy thoughts, by seeing the wonder in the present day. I also think that Keats has recognised the connection that humanity has with nature, shown when nature is personified as a woman, specifically a mother. This recognition, I believe is a result of Keats's vulnerable position. Nature in To Autumn, is a reminder of the fragility of human life and a nurturing figure.

Comment [W83]: Perceptive idea

AO1: This is a focused, fully sustained discussion, showing a perceptive understanding of key aspects of the text.

AO2: There is a confident analysis of language choice and structure, making assured reference to meaning and effect.

AO3: The candidate links one aspect of biographical context to the text throughout and exhibits confidence in doing so.

Overall: This is a detailed, coherent and critical response to the text, it would gain a secure Band 5 mark.

7b. Cozy Apologia is an apology for being content with an ordinary life. Rita Dove reflects on past mistakes, misconceptions and her present domestic bliss with her husband. This occurs against a backdrop of a hurricane.

**Comment [W84]:** An unusual selection for this question

The structure in Cozy Apologia, similarly to To Autumn is comprised of three lengthy stanzas that create a day dream like effect. The structure gives both poems a composed tone.

**Comment [W85]:** Summarises content but doesn't show clear focus on 'nature'

**Comment [W86]:** Straight-forward linking of structures

**Comment [W87]:** Rather vague here

However, in both poems there are moments that contradict the calm that predominantly consumes them. In Cozy Apologia the last stanza reveals a slight discontent with 'to keep me from melancholy'. This line is conflicting with the claim that resonates throughout the rest of the poem: that the writer is happy with her situation. Keats, likewise, in the last stanza loses

**Comment [W88]:** Selects and highlights

his appreciation of nature and turns towards morbid thoughts. Another similarity in context is

**Comment [W89]:** Sees a link

the use of natural metaphors- a hurricane in Cozy Apologia and a multitude of autumnal features in To Autumn. The metaphors in the poems both also reflect stages of life. The

**Comment [W90]:** Some focus on nature here

hurricane in Cozy Apologia is reminiscent of Dove's past of whirlwind romances that did not last long. To Autumn contains the stages of autumn that mirror Keats's deterioration.

**Comment [W91]:** Interprets detail

Another similarity is that autumn, as described by Keats is tamer than what preceded it, like Dove's husband who is steadier than the people that she was in a relationship with before. It

**Comment [W92]:** Sees another link here

could also be that both poets ridicule themselves: Keats seems to find bitter humour in enjoying the day, when he knows his days are numbered and Dove laughs at herself for her previous choices of partner. Also, both poets appear to see time as precious. This can be seen

**Comment [W93]:** Valid link, but not supported with specific references

in Keats' appreciation of the time he has remaining and how Dove feels that she must fill the 'stolen time', which suggests that she may feel as if time is in short supply, despite the belief

that marriage is long. Furthermore, both poets may feel dependent on something. This is apparent when Keats portrays autumn as a woman who cares and nurtures, but also when Dove speaks of her husband as a knight and a hero. This seems to suggest that neither poet feels alone.

**Comment [W94]:** Continues to accumulate points of comparison

However, the content of the poems is also dissimilar. Obviously, Dove describes a relationship and Keats describes a season. Also, Dove writes of people and opinions, whereas Keats banishes human interference and concentrates on nature. In addition to this, Cozy Apologia harbours some guilt in Dove's regretted choices, but it is clear that the deterioration of autumn and therefore Keats' life cannot be blamed on anything.

**Comment [W95]:** Hence the lack of focus on the question stem....

Rita Dove and John Keats both use emotive language to create an effect on the reader. For example, when Keats wishes to show his despair at imminent death he uses fatalistic language, like 'mourn'. This makes the reader think of death and causes them to sympathise with Keats' fear. Dove when she explains her youthful mistakes uses juvenile language like 'sissy', perhaps to try and disassociate herself from the past or to further show the folly of

**Comment [W96]:** Some analysis of language choice

her actions. Cozy Apologia and To Autumn both contain metaphors and personification, which allow the reader to visualise the situation and also adds dynamics and movement to the image. For example in Cozy Apologia the hurricane 'nudging up the coast' is 'Big Bad Floyd'. This creates the image of a typical leather clad teenager creeping into Dove's thoughts. Keats, for instance, personifies autumn as a woman in the line 'thy hair soft lifted' which suggests that autumn is settling down and as a result Mother Nature is losing energy.

**Comment [W97]:** Perhaps!

On the other hand, the effect desired by the writers is not the same. Keats expects, perhaps, empathy and a recognition of nature's splendour. Dove, in contrast seeks to assure the reader of her happiness, while attempting to convey how contentment is both possible and desirable.

John Keats wrote To Autumn as he neared death. As a result the ideas within the poem reflect how delicate life is and how nature should be both admired and cherished. To autumn contains these themes possibly because that is how Keats responded to the idea of his own death. As he nears his demise, he has come to understand how easily life can leave and also has recognised the beauty of a world that he will soon leave behind. Cozy Apologia, on the other hand, was written by Rita Dove to her husband. Because of this, the ideas within the poem are of romance, love and daily life. Dove, seems for the majority of the poem to find herself lucky, which is in contrast to Keats, who describes nature while being distressed that he will never see another spring.

In conclusion, Cozy Apologia and To Autumn both contain similarities but because of the differences in the situation of the poets and the intention of the poems there are also considerable differences.

**Comment [W98]:** Contrasts key ideas and content, but again lacking focus on the question stem

AO1: The choice of poem here precludes sustained focus on the key word in the question, 'nature'. However, the candidate does show clear understanding of the key ideas in 'Cozy Apologia' and a series of points of comparison is offered.

AO2: There is some analysis of language choices and appreciation of stylistic features and their effects.

AO3: A secure understanding of some aspects of the poems' contexts is shown, such as the autobiographical background to Dove's poem.

Overall: The lack of sustained focus on the presentation of nature limits an otherwise detailed, engaged and thoughtful discussion. Plenty of points of comparison are made, putting the response securely into Band 4.

## Analysis of 'To Autumn' and a comparing to 'The Soldier'

7a 'To Autumn' is a poem about person describing the features of nature they see during Autumn and its slow transition from the end of summer to the beginning of winter- the whole poem is a metaphor for the speaker's life.

**Comment [W99]:** Summarises context and introduces sub-textual interpretation

John Keats wrote this poem while suffering from tuberculosis and was near death. He took a walk by a river whilst in ill health and gained inspirations for the poem from the sights, sounds and smells he encountered.

**Comment [W100]:** Link to biographical context

There is a mood of appreciating nature within this poem as the speaker describes his surroundings as beautiful as shown through 'mellow fruitfulness' and 'gathering swallows twitter in the skies'.

**Comment [W101]:** Selects in support

These are things that you would normally associate with the beauty of nature, in particular, the season of Autumn.

I believe that Keats is trying to get the reader to appreciate nature more because he describes many things to be found in the outdoors that you'd normally take for granted as brilliant and beautiful, for example, 'sweet kernel' and 'rosy hue'. Therefore, Keats is showing that the reader should understand and take pleasure in perhaps the more common and simple things in nature and appreciate the verdant world they live in.

**Comment [W102]:** Valid point with apt textual support

This poem is structured in an obvious way with its three stanzas; each one is devoted to a different sect of Autumn. However, there is an underlying subtext with the whole poem being a metaphor the speaker's life. The first stanza appears to describe nature at the end of summer/ start of Autumn, as

**Comment [W103]:** Straightforward comment on structure

shown through 'they think warm days will never cease', with 'warm' being largely associated with summer weather. The second stanza portrays mid-Autumn as displayed through 'drows'd with a fume of poppies'; the word 'drows'd is depicting things slowing down (the summer is fading but winter is coming). The third, and final stanza renders the coming of winter and the end of Autumn as shown through 'barred clouds boom the soft-dying day' and 'where are the songs of Spring?' This shows that Autumn is dying, and that all the beauty and nature of it is receding. However, as we can tell from the context of 'To Autumn', the whole poem could be a metaphor for the life of the poet. This is because the coming and going of Autumn could be a symbol of life, the end of summer/start of Autumn being birth and winter being death. Despite this, as the seasons continue going around and around, a metaphor for the everlasting circle of life is there thus showing that although the speaker may die, the circle of life continues and he may exist again.

**Comment [W104]:** Tracking movement of poem with some close textual support

**Comment [W105]:** Probing sub-text

This poem is very personal and moving as it has an air of mortality and is written in iambic pentameter which gives the poem a conversational tone. Also, as Keats died shortly after writing 'To Autumn', it is clear that he wrote the poem facing death from tuberculosis. Therefore, this poem makes me feel melancholy and sombre as it feels like Keats is directly talking to me whilst on his deathbed as he describes his final moments to me through the giant metaphor of Autumn being his entire life. On the other hand, in a much lighter perspective, I have been taught to appreciate my surroundings, especially nature, as it holds so many little things that at first seem regular and common, but at closer look, are magnificent in their own way.

**Comment [W106]:** Awareness of effect of form

**Comment [W107]:** Some personal response based on contextual link

**Comment [W108]:** Becoming evaluative

AO1: There is sustained focus. Ideas are conveyed coherently with apt reference selected in support.

AO2: The candidate discusses language, structure and form with some reference to meaning and effect.

AO3: Understanding of biographical context is shown, linked to the text at several points.

Overall: The candidate produces a solid band 4 response.

7b 'The Soldier' is a patriotic and inspiring poem that takes pride in British culture, from its nature and appearance to the general qualities of the nation. Containing a soldier in World War One, the poem explores the honour to die for one's country through a description of glorified war, where none of the horrors take place and it is full of only bravery and nobility.

Comment [W109]: Some overview

Rupert Brooke wrote this poem whilst in World War One. However, he never got to the Front Lines and properly fought as he contracted sepsis (blood poisoning) and died in the Dardanelles in 1915.

Comment [W110]: Knowledge of biographical context

There is a very patriotic mood within The Soldier as the speaker describes his willingness to die for his country as it very brave and noble as shown through 'in that rich earth, a richer dust concealed'. The speaker is saying here that if he dies, he will be buried in that 'rich earth', and because his death will be noble as it is going to be patriotic and for his country, he will be the 'richer dust concealed.'

Comment [W111]: Selects and highlights though without focus on nature

There is also an element of appreciating nature as shown by 'her flowers to love' and 'blest by the suns of home' (home being England). This shows the positive aspects of the English countryside and that they should be appreciated even if they're insignificant rather than discarding them.

Comment [W112]: Clear focus here

I believe that Brooke is trying to get the reader to be more appreciative of the qualities of England as shown by the glorification of the country, as portrayed through 'English heaven'. This shows that England is so brilliant and beautiful that it could be considered 'heaven'.

Comment [W113]: Probes writer's intention

The Soldier is a sonnet which are normally about love. Thus, the poem is about a soldier showing their love for their country (England) and not for a singular person. Also, as the poem is written in iambic pentameter, it is given a conversational tone which makes the poem incredibly personal. The first stanza takes into account 'if' the soldier will die and there is quite a sad tone, as it seems his

Comment [W114]: Shows appreciation of aspect of form

death is inevitable. However, the second stanza takes into account 'when' the soldier will die, which could be even sadder, but the poet takes into account the good that will come from the speaker's death and how noble it would be to die for England.

This poem makes me feel proud **to** be an English citizen because it draws upon the greatness of the nation and the factors that make the country so brilliant. It also makes me appreciate nature more as it includes the things that at first look seem insignificant but at closer **inspection**, are beautiful.

**Comment [W115]:** Personal response

**Comment [W116]:** OK, but lacking specific support

Both 'To Autumn' and 'The Soldier' attempt to show the reader that they should appreciate the beauty of nature. They both concentrate on the small things to be found on nature that **would** normally be dismissed as common, however, the poet suggests to us that these should be treasured.

**Comment [W117]:** Some focus, but lacking references

Also, both poems appear to show the speaker to have pride and a fearless attitude to death. In 'To Autumn', the whole poem is a metaphor for the speaker's life, and as the seasons continue after the end of Autumn, he seems to accept the circle of life and starts to take solitude and is content in his own **death**. This is also portrayed in 'The Soldier' because the speaker states honour in his own

**Comment [W118]:** Finds a valid link

death, as shown through 'a richer dust concealed', which portrays the soldier who would be dead as a rich dust thus showing that his death will be brave and noble.

AO1: The candidate sustains the response, although only addresses comparison towards the end and focus on nature is patchy.

AO2: There is understanding of aspects of form and structure and some appreciation of effects of language choice.

AO3: This response shows understanding of biographical contexts, linked more clearly to 'To Autumn' than 'The Soldier'.

Overall: The partial focus on nature and the fact that the comparison is only addressed towards the end are limiting factors. This response would receive a mark around the Band 3/Band 4 borderline.

7a

Keats is presenting nature as a chilled and laid back theme, on the other hand, he also

expressing nature as a life cycle, saying it goes faster than expected.

**Comment [W119]:** There is focus on the task from the start

"To bend with apples the moss'd cottage trees" Keats is expressing that there are so many

**Comment [W120]:** Selecting and interpreting relevant detail

apples on a tree that's it's all actually been weighed down, Keats is relating autumn with this

because Keats is in/near to his death of the life cycle and actually autumn is a season that

**Comment [W121]:** Some awareness of biographical context

you should be dragged down so you can have a great time while you're still here.

Keats is explaining that once your life cycle is over and it's time for an end, that nature is

going to be stolen and refreshed for others, natural things still go on whether you're here or

**Comment [W122]:** Perhaps, an attempt to interpret the sub-text is evident here

not. The phrase Keats uses to emphasise this is 'budding'.

**Comment [W123]:** Some support, although this lacks further explanation

'Close bosom-friend on the maturing sun' Keats is personifying autumn with the sun.

**Comment [W124]:** Shows awareness of technique

"maturing" this is an extremely polite way of expressing to others that you're actually old and

it's a close end. "close bosom-friend" is also personifying autumn as a close friend and most

**Comment [W125]:** Some probing of language choice

likely something that someone will always remember, maybe, memories or even a loss of

**Comment [W126]:** Trying to interpret, although not entirely clear

innocence.

'Where has spring gone, where are the songs of spring?' Keats is suggesting that

unexpectedly time flies without you realising and soon enough you realise when you're in your

**Comment [W127]:** A valid and thoughtful comment

autumn time. This is related to autumn because once you finally know you're in your autumn

time, there's no going back and no time changing. Keats is also in a whole world of

conclusion because he's been repetitive and states a phrase after that.

**Comment [W128]:** Lacking coherence here.

"Think not or them, thou hast thy music too" Keats is presenting autumn as also having some phenomenal positive side too it also and not actually everythings as negative as it all seems.

He also says "sort-dying" which is letting people in the autumn cycle know that it's a peaceful thing and not so bad. Keats also had T.B at this point.

Keats is personifying autumn with a drunken, drowsy thing "Dows'd with the fume of poppies" he may of wrote this and choose to relate this with autumn because autumn isn't the happiest and wealthiest time of year. Poppies were used to create a drug called opium and it was released round about when the poem was.

**Comment [W129]:** Selects and highlights with focus

**Comment [W130]:** Connects this idea to an aspect of context

**Comment [W131]:** Meaning is not entirely clear here

**Comment [W132]:** Some understanding of context.

AO1: The candidate manages to focus clearly on the task, mostly responding with coherence and showing understanding of key aspects of the text.

AO2: The candidate begins to analyse language choice, making reference to meaning and effects.

AO3: There is some understanding of the relationship between the text and aspects of context.

Overall: This response would receive a mark towards the top of Band 3.

7b Another poem that is also expressing nature is **Death** of a naturalist and the way he expresses nature is by talking about his childhood with nature compared to his adult hood.

**Comment [W133]:** A sensible choice of text

Heaney is relating his different opinions on how he sees nature as now and how he saw nature back then. "one hot day, fields are rank" Heaney is suggesting that once, when he were **actually** a little child, muddy things used to entertain him and he would of found it enthusiastic to play in dirty parts and have a great time. To autumn also uses **alliteration** for more tension 'winnowing wind'. Whereas, as an adult he has the total, different opinion to it because now hes grown up alot more, hes wanting to be sparkling clean and look well **presented**. Heaney's poem is compared to Keats because there both in their older stages and both wish to turn back time however Heaney and Keats appreciate the fact there is still here to enjoy themselves while its **possible**.

**Comment [W134]:** Selects and probes and makes a valid, fairly straightforward point

**Comment [W135]:** Maybe? The comparison here is not clear

**Comment [W136]:** This assertion is not supported by reference to the text

**Comment [W137]:** Looking for comparison but this is not supported with evidence

Heaney is also using onomatopoeia within his poem to express the sound of the frogs. 'Slap', 'plop'. This is creating/building tension for the reader and it also makes it sound more effective. **This is relating to autumn** because autumn is presenting his different emotions on how he feels on back in the nature days.

**Comment [W138]:** Identifies a technique and tries to look at effects

"Frogs threatening" Heaney is showing how different things can be once you have actually grown up because in his childhood life he wasn't actually interested in what sounds frogs make, all he was most delighted about was been able to see a frog and experience what one looked like. "Frog spawn in jam jars" is explaining how obscene you can actually go from one thing to **another**. Autumn is compared with this because hes talking about things that was done in the natural life.

**Comment [W139]:** Struggling for coherence

**"delicate"** Heaney is explaining also that nature is something that's valuable and should be treated with an extreme amount of respect. Autumn is really related to this because nature is something natural and will always be there, never taken as Keats actually **expresses**.

**Comment [W140]:** Probes some textual detail

**Comment [W141]:** Vague comments, so the comparison is quite laboured

Heaney and Keats relate their poems with many similarities because there both towards the end of life and both wish to have nature as they did in younger days. They have both grown up and experiencing a total different life.

**Comment [W142]:** Very simple awareness of contextual differences

AO1: The candidate shows some understanding, trying for a few points of comparison; discussion is, however, quite generalised.

AO2: The candidate recognises and offers some comments on aspects of the writers' use of language.

AO3: A basic awareness of contextual similarities and differences is shown.

Overall: This would receive a mark at the top of Band 2.

7a One way Keats presents nature is in the line "And fill all fruit with ripeness to the core" this is stating ripe fruits grow in autumn and we look forward to eating it and he likes all fruit nature presents him with this is shown by the words "fill all fruit"

**Comment [W143]:** Selects and highlights with focus

Another way he presents us with his feelings on nature is 'and still more, later flowers for the bees'. to me Keats in a way is suggesting in autumn mostly everything is late the words that suggest this are "later flowers" or he could be saying that is what is left of spring, autumn is here and this line could of be included is because the flowers were the last thing of spring as this poem is the last thing for him.

**Comment [W144]:** Straightforward understanding

**Comment [W145]:** Some awareness of biographical context

John Keats presents this poem about nature as been a positive thing I know this because he uses positive words like 'season of mists' mellow 'fruitfulness'. The writer loves Autumn he uses a rhetorical question 'where are the songs of spring?' Ay where are they? This shows his happiness and how much he loves about Autumn and nature thinking about Autumns never going to end.

**Comment [W146]:** Probes language choice

**Comment [W147]:** Some analysis of language and structure

John Keats died only just a few months after he had written the poem his death was caused by lung disease. The writer described the sun to be a 'maturing sun' He means that as he gets older the sun matures more. Each stanza in this poem is about something different. The poem stays the same it does not change, it starts of positive talking about nature and ends talking positive about nature.

**Comment [W148]:** Contextual information and an attempt to link to detail

**Comment [W149]:** Rather generalised ending

AO1: The candidate focuses on the task and uses a straightforward approach, supporting comments with some appropriate references to the text.

AO2: They are beginning to analyse the writer's use of language and structure.

AO3: There is some understanding of the relationship between the text and biographical context.

Overall: A secure Band 3 response.

7b Death of a naturalist relates back to Autumn because both poems area about nature.

Autumn is about a writer who thinks possitively about nature. Death of a naturalist is more about the negative sides of nature. The writer Seamus Heaney was told he had to run a family farm out at the country side at a young age but he wanted to do something different he wanted to become a writer/poet.

**Comment [W150]:** Sees a contrast and links to some contextual detail

This is why Seamus Heaney thinks negative about nature. This poem stays the same he has a negative feeling about nature. The writer Seamus Heaney died months later after he had written the poem due to old age.

**Comment [W151]:** Not quite- he was 47 years old!

In Autumn the writer has strong emotions toward nature because he says 'Season of mists' What he means is that he believes Autumn is a season of mist and a season of happiness.

**Comment [W152]:** Perhaps – reference does not really suggest this

Both of these poems refer back to nature but one poem is about the positive sides and the other is about negative sides.

Seamus Heaney may hate nature because of what his family wanted him to do. both of the writers had written this poem just before their deaths.

The writer john Keats use's a lot of Strong emotions to why nature is a possitive and he also believes that that Autumn will never change I know this because In the poem he says that 'until they think warm days will never cease, For Summer has oerbrimmed their clammy cells'. He uses a rhetorical question who has not seen thee oft amid thy store'.

**Comment [W153]:** Detail selected doesn't quite support this point

AO1: The candidate offers a single, straightforward point of comparison, showing some basic understanding. No selections from 'Death of a Naturalist' are made in support.

AO2: Nothing from the selected poem is discussed; a technique used in 'To Autumn' is identified.

AO3: Some understanding of biographical context is shown.

Overall: This response would be on the borderline between Band 1 and 2.

7a In this poem nature is changing from Autumn to winter. I think this because the 'red-breast' is associated with Christmas time and winter. The title of this poem is 'To autumn' which tells me that from autumn it has changed to winter.

**Comment [W154]:** Clear focus – selecting appropriate detail in support

Another example that nature is changing and coming to an end is the quote 'Where are the songs of spring?' This means that where have they gone to, time has flown. Keats is 'wondering' where all the time has passed.

**Comment [W155]:** Makes a valid inference

The use of rhyme is shown throughout the whole poem. Words such as 'sun, run, bees, cease' show that they are describing what they can see, what nature is showing them. Each stanza rhymes but in its own different way which links to nature because nature is different and isn't always the same.

**Comment [W156]:** Simple point

**Comment [W157]:** Tenuous on effect of structure

Using descriptive words helps the reader understand what is there. The poet uses words like 'plump, sweet, ripeness' which gives a positive side to nature because when you hear words like that you think of nature to be friendly.

**Comment [W158]:** Probes language choice

Nature is also shown as growing up and maturing, so is being personified. When the writer uses 'personification' this gives something a person like feature. This is used when Keats says 'Who hath not seen the oft amid thy store'. Which says that nature is maturing and be coming older. Keats wrote this when he was dying of T.B. So he could be describing his 'life' coming to an end just like autumn.

**Comment [W159]:** Identifies technique and offers a valid interpretation

**Comment [W160]:** Finds an apt link to contextual detail

There are emotions which are explored throughout the poem, it is calm and growth is the 'first' stanza, the use of words such as 'sweet and summer' gives us a positive picture and we feel that nature is positive as we go on and read more it starts talking about time passing on 'last oozings hours by hours' which tell me that it's the last few hours until it becomes 'winter'.

**Comment [W161]:** Interprets mood with apt support

**Comment [W162]:** Shows appreciation of poem's development

There are three stanzas in this poem which can reflect the time of autumn with September and October and the final stanza to be November when winter starts. I think that the first stanza is when things are growing and nature is beginning to change 'budding more' which means the flowers are starting to open which stands for like spring. The second stanza is about Harvesting when nature is fully taken its course (grown). And autumn is coming to an end. The final stanza is when autumn has finished and know its winter because the name 'red-breast' is normally associated with winter on Christmas cards.

**Comment [W163]:** Sense of structure

**Comment [W164]:** Supports view with some well – chosen references.

AO1: The candidate sustains focus and shows secure understanding of key aspects; responses are justified with some well – chosen references.

AO2: Some analysis of language choice is offered; the candidate also shows appreciation of one or two aspects of the poem's structure.

AO3: An understanding of an aspect of context is shown, clearly linked to the poem.

Overall: This response would receive a mark into Band 4.

7b Death of a naturalist is nature has two sides, a positive and negative stanza one is a balanced stanza with negative and positive side to nature. And stanza two is all negative. Stanza one is positive by using words such as 'sun' which is a positive side to nature. However using words like 'rain' give you a thought of nature to be unpleasant and not nice because rain is negative nobody hardly likes the rain more people prefer the sun. On the other in To autumn the stanzas each have different meanings.

Comment [W165]: Interprets mood with some support and sense of structure

Comment [W166]: Very general here

Similarly the emotions in 'To autumn' and 'Death of a naturalist' are similar because death of a naturalist is talking about change in feelings and To Autumn is talking about the change in season which depends on the way nature is going to act. The change in feelings is linked to the title because the second stanza is telling you about all the negative sides of nature, so the boys' interest towards nature have died. Words used as 'threatening' and 'angry' shows threat. Someone is getting scared of something he used to love. When the writer uses onomatopoeias in Death of a naturalist it shows us that maybe a child has wrote it. The use of words like 'slop' and 'plop' make you think of disgusting and thick which is something you wouldn't want nature to be because its negative. Although to Autumn is a poem which doesn't show positive or negative side of nature. Words used like 'mammy' and 'daddy' are words you would expect a child to use not an adult.

Comment [W167]: Offers a valid point of comparison

Comment [W168]: Interprets title

Comment [W169]: Selects in support

Death of a naturalist finishes stanza one with two words 'in rain' this could represent the two sides of nature however 'To autumn' doesn't finish its second of first stanza with two words. There are only two stanzas in 'Death of a naturalist' and three in Autumn this could be similar because Death of a naturalist is going through the positives and negatives of nature and death of a naturalist is going through the steps of autumn. Overall I think that 'To autumn' and 'Death of a naturalist' have there similarities but also have their differences.

Comment [W170]: Probes language choice

Comment [W171]: Rather simplistic contrasting

Comment [W172]: Repeats earlier point

AO1: This response has focus and offers two or three points of comparison using a straightforward approach.

AO2: The candidate begins to analyse language and structure and uses some relevant subject terminology.

AO3: There is only implicit reference to context.

Overall: This response would receive a mark at the lower end of Band 3.

7a. In the poem Autumn by John Keats, there are many different ways that Keats presents

Nature in the poem. Keats uses a variety of words to describe Nature, An example of this is

"mellow fruitfulness" and "maturing sun". Keats is personifying Autumn by saying that

Summer and Autumn are like best friends. There is an abab rhyme scheme, "Sun and run".

Keats also uses alliteration in the poem an example is "clammy cells". The poem has three

verses and has a 10 syllables per line, this is iambic pentameter. Keats presents Nature as a

important thing because around that time of year the farmers are growing crops ready for

winter. The poet John, used positive words like "poppies and flowers" to describe Autumn.

John Keats also uses a few rhetorical questions in the poem "Ay, where are they?" Nature is

also presented in the poem by how Keats imagination leads his ideas into Autumn, Nature

and Autumn are very linked together. The poem is a slow poem because it has punctuation at

the end of a line So it doesn't carry on. John Keats like to say that Nature and autumn are a

very important thing and that many different things happen.

Keats uses alliteration to describe the wind and nature "winnowing wind"

**Comment [W173]:** Selects some detail but doesn't offer specific comment

**Comment [W174]:** Spotting techniques and describing structure – no reference to meaning and effects

**Comment [W175]:** Some misunderstanding

**Comment [W176]:** Some basic probing of language choice

**Comment [W177]:** Beginning to probe structure but simple

AO1: There is some focus here and the candidate selects detail to support discussion; some understanding is shown.

AO2: The candidate uses some relevant subject terminology but there is very little development and discussion of the meaning and effects.

AO3: There is only implicit reference to context.

Overall: This response would receive a mark at the top of Band 2.

7b. I would like to compare the poem Death of a Naturalist, by Seamus Heaney and Autumn by John Keats because they both link together we as they're both to do with nature In the poem Death of a Naturalist, Heaney talks about frogspawn and this links with Nature, Heaney shows that the boy in the poem is a young boy by how he speaks 'mammy frog and daddy frog' and "on the school shelf". The poems link together well because Heaney talks about Nature too. he talks about Nature by saying how the frogs were living and what was happening. The poem was written with two verses and has enjambement because the poem is quite a fast poem because it has no punctuation at the end of a line, the poem is also an iambic pentameter because it has 10 syllables per line. Heaney describes Nature by using positive and negative words, an example of this is how he describes the frogspawn as "cow dung" and when he says that the "Angry frogs", Heaney also uses personification and exaduration in the poem by saying that the frogs were "vengeance" and by saying that "they will pull him in if he put his hand in again". In the poem Death of a Naturalist, Heaney shows his imagination about nature by describing Nature as something important. Heaney also shows the boy is young in the poem and that he goes to school, the poem goes fast, almost as if a child is saying it in excitement. In the poem there is a quote that says "a ??????" this is saying that there is lots of Frogspawn in almost like a jam jar Heaney also describes the frogspawn as "fattening blackdots" he is saying that the Frogspawn is growing, but dosent know the scientific word for it.

**Comment [W178]:** Refers to some detail although this quite simple

**Comment [W179]:** Probes language choice

**Comment [W180]:** Describes structure

**Comment [W181]:** Beginning to look at language choices

**Comment [W182]:** Identifies techniques

**Comment [W183]:** Beginning to probe structure

AO1: The candidate shows some simple understanding of 'Death of a Naturalist' but there is very little genuine comparison here.

AO2: The candidate begins to probe language and structure, but the lack of focus on comparison is limiting.

AO3: Context is not explicitly addressed.

Overall: This is a low Band 2 response.

7a. It tells you from years ago, how Autumn was a really important Season of the year, because you collect the fruits and food you've grown throughout spring and summer, and where winter comes you will have the food to survive the winter till it's spring again. It also tells you that Autumn and the Sun are friends. Why? Because, the sun helped grow the plants and nature...etc.

**Comment [W184]:** Some discussion of basic content

**Comment [W185]:** This point needs to be supported by textual reference

It also describes how what Nature does in Autumn and in the last paragraph it goes onto Spring, when a new life of Nature is born until the next winter arrives. It tells you how Autumn can be really beautiful and good, and important in the olden days, but now in the modern days it isn't as important as we have freezers and fridges and ovens etc...etc. But it's still important to some people out there.

**Comment [W186]:** Not quite understood

**Comment [W187]:** Some basic awareness of context

AO1: This response is brief and general; a couple of key ideas are grasped at but they are not supported by reference to the text.

AO2: No comment is made on the writer's use of language, form or structure.

AO3: There is basic awareness of some historical context.

Overall: This response would be placed on the borderline of Band 1 and 2.

7b. This compares with To Autumn because it's about a boy who finds a frogspawn in a forest and it explains how soggy and disgusting it was to touch frogspawn, he didn't like it, but he found it interesting watching the frogspawn, he didn't like it, but he found it interesting watching the frogspawn grow into tadpoles then soon after turned into young frogs. He was scared of the frogs afterwards as he thought they were going to hurt him, in the minds of children. He thought they were going to get revenge on him for taking the frogspawn, he thought they were slime Kings, not that he liked them...frogs aren't nice, some at least.

**Comment [W188]:** Brief re-telling of the poem which shows some understanding.

Differences of the nature - Death of the Naturalist would probably be more in the spring and summer, and To Autumn, you guessed it is Autumn.

**Comment [W189]:** A basic point of comparison

AO1: The candidate manages a single, simple point of comparison; through brief re-telling some understanding is shown.

AO2: Some basic reference to meaning and effect of language choice is shown ('slime-kings').

AO3: Context is not addressed.

Overall: This is a top Band 1/low Band 2 response.

7a

The meaning of the poem 'To Autumn' is that as you get older you will see things differently and in many different ways. The first stanza talks about the positive side of nature how the autumn and sun are like best friends plotting how to make fruit grow and how ripen crops before the harvest. Then the speaker tells us about the bees how they think summer last forever as they buzz around the flowers but he knows better. The second stanza describes the period after the harvest. In third stanza the speaker describes the negative side of nature.

**Comment [W190]:** Getting straight into the sub-text

**Comment [W191]:** Valid comments; showing an understanding of some key ideas

The imagery in this poem clearly shows us that the speaker changed his emotions towards the positive side of nature as he got older. The rhetorical questions 'where are the songs of spring? where are they?' tells us what the speaker may see that something is missing or we can see that he wants spring back as well as his life when he was young.

**Comment [W192]:** Probes sub-text

**Comment [W193]:** Selects and interprets

The language in this poem is really important because he describes how the nature gets older as well as his childhood. This is shown by the quotation 'Close bosom-friend of the maturing sun' Firstly this could suggest that he's referring to his own childhood when he was playing with his friends and he was looking at positive side of nature. Secondly the words 'maturing sun' may be used to show that when he get older he started to see things darker like a sun at night.

**Comment [W194]:** Probing layers of meaning

**Comment [W195]:** Not very clear.

The emotion in the poem 'To Autumn' may be used to show us that as you get older there's not many things to happy from and that you only see negative side of life and nature.

However the speaker used the quotation 'Think not of them, that wast thy music too' to show that there's some beautiful and positive things in Autumn as well as in your life when you are coming to the end.

**Comment [W196]:** Selects and highlights relevant detail

The structure in this poem has been written in three stanzas and each stanza talks about different things. Nearly all lines rhyme perfectly which may suggest another reason that all seasons are beautiful like all our lifes.

**Comment [W197]:** Beginning to probe structure

Overall I think this poem might be a metaphor for John's life.

**Comment [W198]:** Brief indication of some contextual awareness but not fully explained.

AO1: The candidate shows understanding of some key aspects of the text, working with sub-text and appropriate direct reference.

AO2: The candidate is beginning to analyse language choice and structure, with some reference to meaning and effects.

AO3: There is some awareness of biographical context, although this is brief and mainly implicit, limiting the overall mark to an extent.

Overall: This response would be on the borderline between Band 3 and 4.

7b The meaning of the poem 'To Autumn' is similar to the poem 'Death of a naturalist'. This poem is about the beauty and awful sides of nature. The speaker describes his own experience of collecting and watching frogspawn as a child and his reactions when frogspawn turns into frogs. Similarly the poem 'Death of a Naturalist' give us an example of the life which means that as you get older you will see nature in different ways.

Comment [W199]: Identifies an appropriate link

The imagery of the poem 'To Autumn' tells us that the speaker has changed his emotions towards the nature. Similarly the poem 'Death of a Naturalist' shows us that the speaker changed he's emotions towards the frogs. This is shown by the word 'angry', 'rank'. Firstly this shows us how the speaker felt about those animals after he get older.

Comment [W200]: Support?

Comment [W201]: Selects to support one poem but not the other

The language in the poem 'To Autumn' describes two side of nature using so many words such as 'mourn' or 'sun'. The first words is negative as well as his emotions towards the nature when he get older but the word 'sun' is positive and the speaker may be describing his life as a child. However the poem 'Death of a Naturalist' describes frogs as 'they were yellow in the sun and brown in rain' this shows both sides of nature and it might shows the speaker's life when he was young and older.

Comment [W202]: Selects some detail to support straightforward point

Comment [W203]: Probing for connections and link to context

The emotions in the poem 'To Autumn' has been used to show the negative sides of nature. However the poem 'Death of a naturalist' describes the speaker's emotions by the word 'sat' in second stanza shows us that the speaker thought that the frogs were ready to attack and his fear about it.

Comment [W204]: Selects and highlights relevant detail

The structure in the poem 'To Autumn' is written in three stanzas and each stanza describes something else. Similary the poem 'Death of a Naturalist' is written in two stanzas and first stanza is more positive but seconds more negative.

Comment [W205]: Simple comparison of structure

Overall I think both poems are similar because both talk about nature.

AO1: The candidate focuses on the task and finds some points of comparison with a fairly straightforward approach.

AO2: There is some probing of language and some simple comment on structure.

AO3: Context isn't explicitly addressed.

Overall: This is a secure Band 3 response.

7a. One way Keats presents nature is in the line "And fill all fruit with ripeness to the core" this is stating ripe fruits grow in autumn and we look forward to eating it and he likes all fruit nature presents him with this is shown by the words "fill all fruit"

**Comment [W206]:** Selects and highlights with focus

Another way he presents us with his feelings on nature is 'and still more, later flowers for the bees'. to me Keats in a way is suggesting in autumn mostly everything is late the words that suggest this are "later flowers" or he could be saying that is what is left of spring, autumn is here and this line could of be included is because the flowers were the last thing of spring as this poem is the last thing for him.

**Comment [W207]:** Straightforward understanding

First, Keats uses the quote 'mellow give fullness' to show the reader about all the fruit on the trees and how they are so ripe. Another way Keats presents nature is by saying 'To bend with apples the moss'd cottage trees' this shows us how it is just the perfect way through autumn that there are so many apples on the tree that the tree is 'bending'.

**Comment [W208]:** Some awareness of biographical context

**Comment [W209]:** Selects and highlights

Also Keats uses the quote and fill all fruit with ripeness to the core' this shows us that all this nature and all the trees are high is just amazing because all the fruit is at it's best and all the flowers are out. Also it's just the best part of the season.

**Comment [W210]:** Straightforward understanding

AO1: The candidate focuses on the task and shows understanding of some key aspects through a straightforward approach.

AO2: The candidate is beginning to analyse language choice.

AO3: Brief awareness of biographical context is shown.

Overall: This would receive a mark at the top end of Band 3.

7b the anthology the poem that really stood out to me was Death of a naturalist I think this poem has a lot to do with nature also. I know this by the quote 'slobbey mud' this make me feel like Heaney always liked to be outside and in the nature.

**Comment [W211]:** Brief selection and comment

Also when Heaney writes this he was thinking of his child hood and in To Autumn Keats is also talking about his childhood.

**Comment [W212]:** Sees a little but not supported or developed

AO1: The candidate shows some brief, basic understanding but response is limited. There is some emerging comparison.

AO2: Again, the brevity of the response limits the candidate here.

AO3: Context is not explicitly addressed.

Overall: This response would receive a mark at the top of Band 1.

7a Keats present a nature in poem "To Autumn" very easy to understand. Not to many two ways understanding words, everything clear and easy. She show us Autumn when trees die and nature doing last steps to Winter. We got a bees on flowers, animals, sun and fruits, its for Author beauty of this part of year. She present all what we like in nature: colours, smells of flowers, taste of wet oxygen and rain making it "picture" beautiful. She can't show this dark site of autumn when leaves makes black ugly form. She present the best in the autumn.

**Comment [W213]:** Some implicit appreciation of language and content

AO1: The candidate shows some basic understanding through listing of content – a simple approach to the task.

AO2: There is some implicit awareness of Keats' sensory approach.

AO3: Context is not addressed.

Overall: This response gets to the top of Band 1.

7b In poem "Ozymandias" written by Percy Shelley nature is show little bit different of this show us in "To Autumn". In this poem author show the power of nature and how strong it is.

"To Autumn" is written more happy and sweet. All this colours and smells make author positive to life however in "Ozymandias" we has got a totally different showing of the nature.

**Comment [W214]:** Offers a basic contrast

This poem is more negative because we has got more death, , sand, smaller lists of colours in mind and show whatever you are strong in life, you are king, pharaoh, solder or normal guy, after your death nobody is interesting about you. You are only dead body in woody box. All what stay after you: photos, stone showing your Face, amazing picture draw by best drawer, all this stuff without human hand has been destroyed by "hand" of nature.

In poem we got example of this by statue showing Ozymandias destroyed by the natural things. Wind, sand and rain make it harder to understand who is this, and lot's of people lost mind e.g. from school who is showed in statue.

**Comment [W215]:** Effectively manages to focus on the theme here

This is one of biggest differences between this two poems. "To Autumn" is positive, colours etc. Ozymandias is about death, how it work and how nature destroy all things to remember us. And nobody is interesting who you are before death, you are dead and this is end. Nothing more.

**Comment [W216]:** Repetition of points

Between this two poems is the smaller different in style of written. Both is written by ten syllables per line, with ababab rhymes every two lines, Ozymandias is shorter and read faster because has no to many dots in the end. To Autumn you are read faster. And last difference in writing... feelings.

**Comment [W217]:** Describes structures

When you can read poem "To Autumn" you imagine trees with different colour on top, park, love between old people sitting on bench and kissing, smells of flowers, last time to go bike to park etc.

**Comment [W218]:** Some personal response but this is not focused clearly on the poem

In Ozymandias you can image dark statues made by pain of Egyptians, sand and bit desert, camels and Arabs, old dungeons and caves where is bones of kings of Egypt. Everywhere yellow colour, dead bodies hide in walls or golden boxes, rats and insects, nothing funny, nothing good to smile or be safe. It is different between these two poems. What you feel.

In Ozymandias you feel un safe, death and sad. To Autumn is positive, you feel, safe and there are warm colours etc.

In context of feelings then "To Autumn" wind. In context of making effects and at smoothing win "Ozymandias". Both is the same in structure of making. Ten syllables, rhymes every two lines, wards with some first letter and story what they talking about. Nature. That topic **make** lot's of interpretations it mean, what you understand from this poem.

Ozymandias is more negative because who like thinking about death. Nobody.

This is more important different between this poems. Not structure of feelings, most important is a context. Negative and positive. This is important. In what context is the poem written.

**Comment [W219]:** Comments are general and lacking some coherence

AO1: The candidate attempts focus on the task, conveying ideas with some coherence and finding a straightforward point of contrast.

AO2: The candidate describes the structures to an extent, but doesn't engage with specific examples of language.

AO3: Context is not explicitly addressed.

Overall: This response would receive a mark into Band 2.