



ADVANCED
General Certificate of Education
2009

English Literature

Assessment Unit A2 1

assessing

Module 4: Response to Unseen Poetry
and
The Study of Poetry Written Before 1770

[A2L11]



FRIDAY 15 MAY, MORNING

TIME

2 hours 30 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Answer **two** questions, the **one** from Section A and **one** from Section B.

INFORMATION FOR CANDIDATES

The total mark for this paper is 60.

Each question carries a mark of 30.

Quality of written communication will be assessed in **all** questions.

You should **not** have with you copies of the prescribed texts or any other material relating to this examination. However, for Section B, copies of the poems or extracts from poems, referred to in the questions, can be found in the Resource Booklet provided.

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Section A – Response to Unseen Poetry

You must answer the single question in this section.

In Section A of this examination you will be marked on your ability to

- communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (AO1)
- respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts (AO2ii)
- show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (AO3).

This means that

in your answers, you must

- express your ideas in a clear and well-organised way, paying careful attention to spelling, punctuation and grammar **and** using appropriate literary terms
- show an awareness of the type of the given poems – e.g. sonnet, lyric, elegy – and draw appropriate comparisons and contrasts between them
- show an understanding of the poetic **methods** which the poets use – e.g. form and structure, language (including imagery) and tone.

Answer **the one** question in this section.

- 1 “On My First Son” was written by Ben Jonson (1572–1637). “Walking Away” was written by C. Day Lewis (1904–1972). Both poems reflect on father–son relationships.

Compare and contrast the two poems, taking account of the themes developed, the situations and tones of the speakers, and the form, structure and language (including imagery) of the poems.

N.B. Both poems should be given equal treatment in your response.

On My First Son

Farewell, thou child of my right hand, and joy;
My sin was too much hope of thee, loved boy.
Seven years thou wert lent to me, and I thee pay,
Exacted by thy fate, on the just day.

Oh, could I lose all father now! For why
Will man lament the state he should envy?
To have so soon ’scaped world’s and flesh’s rage,
And, if no other misery, yet age?
Rest in soft peace, and, asked, say here doth lie
Ben Johnson his best piece of poetry;
For whose sake, henceforth, all his vows be such,
As what he loves may never like too much.

Ben Jonson

*Walking Away
For Sean*

It is eighteen years ago, almost to the day –
A sunny day with the leaves just turning,
The touch-lines new-ruled – since I watched you play
Your first game of football, then, like a satellite
Wrenched from its orbit, go drifting away

Behind a scatter of boys. I can see
You walking away from me towards the school
With the pathos¹ of a half-fledged thing set free
Into a wilderness, the gait² of one
Who finds no path where the path should be.

That hesitant figure, eddying away
Like a winged seed loosened from its parent stem,
Has something I never quite grasp to convey
About nature's give-and-take – the small, the scorching
Ordeals which fire one's irresolute clay.

I have had worse partings, but none that so
Gnaws at my mind still. Perhaps it is roughly
Saying what God alone could perfectly show –
How selfhood begins with a walking away,
And love is proved in the letting go.

C. Day Lewis

1. "pathos" means pity
2. "gait" means a way of walking

Read all of this page first – carefully

Section B – Poetry Written Before 1770

Answer **one** question in this section.

In Section B of this examination you will be marked on your ability to

- communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression (AO1)
- respond with knowledge and understanding to literary texts of different types and periods, exploring and commenting on relationships and comparisons between literary texts (AO2ii)
- show detailed understanding of the ways in which writers' choices of form, structure and language shape meanings (AO3).

This means that

in your answers, you must

- express your ideas in a clear and well-organised way, paying careful attention to spelling, punctuation and grammar **and** using appropriate literary terms
- show an awareness of the period in which the poems were written and of the type of the given poems – e.g. sonnet, lyric, elegy – where this is appropriate
- show an understanding of the poetic **methods** which the poets use – e.g. form and structure, language (including imagery) and tone – in relation to the main issue of the question.

2 Chaucer: *The Wife of Bath's Prologue and Tale*

Answer either (a) or (b)

(a) By referring closely to extract **2(a)**, printed in the accompanying Resource Booklet, and other appropriately selected parts of the text, examine the poetic methods which Chaucer uses to create and sustain interest in the wife's tale of the knight and the loathly lady.

N.B. Equal marks are available for your treatment of the given extract and of other parts of the text.

(b) By referring closely to extract **2(b)**, printed in the accompanying Resource Booklet, and other appropriately selected parts of the text, examine the poetic methods which Chaucer uses to explore female thinking and attitudes.

N.B. Equal marks are available for your treatment of the given extract and of other parts of the text.

3 Gardner (editor): *The Metaphysical Poets*

Answer either (a) or (b)

- (a) By referring closely to “To his Coy Mistress”, by Andrew Marvell, printed in the accompanying Resource Booklet, and one other appropriately selected poem by Marvell or another set poet, examine the poetic methods used by the poet or poets to explore sexual desire.

N.B. Equal marks are available for your treatment of each poem.

- (b) By referring closely to “The Sunne Rising”, by John Donne, printed in the accompanying Resource Booklet, and one other appropriately selected poem by Donne or another set poet, examine the methods used by the poet or poets to explore different types of love.

N.B. Equal marks are available for your treatment of each poem.

4 Herrick: *Selected Poems*

Answer either (a) or (b)

- (a) By referring closely to “To Phyllis, to Love and Live with Him”, printed in the accompanying Resource Booklet, and one other appropriately selected poem, examine the poetic methods which Herrick uses to address his mistress.

N.B. Equal marks are available for your treatment of each poem.

- (b) By referring closely to the extract from “A Nuptial Song or Epithalamy on Sir Clipseby Crew and his Lady”, printed in the accompanying Resource Booklet, and other appropriately selected parts of the poem, examine the poetic methods which Herrick uses to pay tribute to personal friends or relations.

N.B. Equal marks are available for your treatment of the given extract and of other parts of the poem.

5 Pope: *The Rape of the Lock*

Answer either (a) or (b)

- (a) By referring closely to extract **5(a)**, printed in the accompanying Resource Booklet, and other appropriately selected parts of the poem, examine the poetic methods which Pope uses to reveal the shallow and confused values of society.

N.B. Equal marks are available for your treatment of the given extract and of other parts of the poem.

- (b) By referring closely to extract **5(b)**, printed in the accompanying Resource Booklet, and other appropriately selected parts of the poem, examine the poetic methods which Pope uses to present the battle of the sexes.

N.B. Equal marks are available for your treatment of the given extract and of other parts of the poem.

THIS IS THE END OF THE QUESTION PAPER

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