

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

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-eaves 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 oozings 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 17th 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.