

## Key Words from Assessment Objectives

**AO1: Terminology: written expression**

(15 marks)

**AO2: Meanings**

(15 marks)

**AO3: Context**

(15 marks)

**AO4: Connections**

(15 marks)

Total 60 marks=60 minutes



## Some key themes/ideas

This will vary according to the poem but may include:

- Love and relationships
- God and religion
- Nature
- Sexuality
- Death, grief and mourning
- Work and leisure
- Optimism and pessimism
- Marriage
- Education and learning
- Faith and doubt
- Landscapes and settings



## Suggested essay structure



**Introduction:** outline the genre/ audience/subject/purpose of the poem and the partner text. Identify key similarities/differences in attitudes to theme/subject-matter

**Paragraph 1:** Analyse several quotations from the first third of the poem using the Statement-Evidence-Analysis approach. Link to theme and explore HOW meanings are created. Embed context. Make specific links with quotations from partner text.

**Paragraph 2:** As for Paragraph 2, looking at the middle third of the poem

**Paragraph 3:** As for Paragraphs 1 and 2, looking at the final third of the poem.

**Conclusion:** Return to key word(s) from question. Evaluate effectiveness of the texts in conveying ideas

## Key Linguistic/ literary terms (AO1)

Adverbials; stative/ dynamic verbs; common/ proper/concrete/ abstract nouns; adjectives; pronouns; simple/ compound/complex/ minor sentences; noun phrases; connotations; similes/metaphors/ personification; alliteration; declaratives/ imperatives/interrogatives/ exclamatories; caesura/ enjambement/rhyme/ rhythm/free verse/ rhyming couplets/ alternate rhyme/iambic pentameter/Petrarchan/ Shakespearean sonnet

## Key contextual ideas (AO3)

This will vary according to the poem, but will include ideas about:

Society; history; politics; class; gender; love, relationships and marriage; religious beliefs; education; the poet's life and family background



Extract from response to task: **Compare and contrast how love is presented in 'Sonnet 43: How Do I love Thee?' and the partner text (extract from *Written on the Body* by Jeanette Winterson).**

**Importantly**, the speaker in the poem uses the **declarative** 'I love thee with the breath, smiles, tears of all my life', creating a **lexical set** of living with the use of the **concrete nouns** 'breath, smiles, tears' as well as the idea of 'life' itself. This emphasises that the speaker loves this person with everything that makes her human, and the use of the **asyndetic tripling** contributes to the idea that this is enormous, and there isn't actually any end to the list. **Contextually**, this is likely to be an allusion to the relationship between Barrett Browning and her husband, who appears as a saviour figure throughout the sonnet sequence as a result of rescuing her from her tyrannical father. **This is in great contrast to the extract**, which could give the suggestion that **certain steps should be taken when expressing love: furthermore**, the extract refers to 'insignificant gestures', the prefix 'in-' in the **pre-modifier** implying that **the writer, unlike the speaker in the poem, is looking only for small, everyday things that outwardly express love...**

Success criteria:

**AO1 Terminology**

**AO2 Quotations+comments on meanings**

**AO3 Analytical link to context, i.e how does context influence text?**

**AO4 Connections**

Also notice:

**Adverbials to introduce ideas**

Speculative and tentative language

Alternative readings where possible

Embedding of quotations