**Carol Ann Duffy Revision**

**N5 Specimen (Havisham)**

**39.** Many of the main concerns or ideas of the poem come across clearly in the first stanza.

(a) Identify **two** of these main concerns or ideas. (2)

(b) Show how **one** example of the poet’s use of language in stanza one helps to clarify or illustrate her meaning. (2)

**40.** Show how **one** example of the poet’s language in lines 5–9 highlights Havisham’s distressed state during the day. (2)

**41.** Show how **one** example of the poet’s use of language in lines 10–12 highlights the nature of Havisham’s dreams at night. (2)

**42.** How effective do you find any **two** aspects of the final stanza as a conclusion to the poem?

Your answer might deal with ideas and/or language.(4)

**43.** With close textual reference, show how the ideas and/or language used when presenting the theme of love in this poem are similar and/or different to the way love is explored in another poem or poems by Duffy.(8)

**H Specimen (Originally)**

**40.** By referring closely to **stanza 1** analyse the use of poetic technique to emphasise the dramatic impact moving to another country had on the family. (2)

**41.** Look at **stanza 2**. “All childhood is an emigration” Explain fully what the poet means by this. (2)

**42.** In lines 12—16 analyse the use of poetic technique to convey the distress of the family members caused by their “sudden” emigration to a new environment. (3)

**43.** Evaluate the effectiveness of **stanza 3** as a conclusion to the poem. Your answer should deal with ideas and/or language. (3)

**44.** Discuss how Carol Ann Duffy uses contrast in this poem and at least one other to highlight the poems’ main concerns. (10)

**N5 Exam 2014 (War Photographer)**

**36.** As the photographer prepares to develop the film we learn important things about Him.

Identify two important things we learn about him from stanza one. (2)

**37.** Show how two examples of the poet’s use of language in stanza two highlight the effect the photographer’s work has had on the photographer. (4)

**38.** Show how one example of the poet’s use of language contributes to the dramatic effect of stanza three.(2)

**39.** How effective do you find any two aspects of the final stanza as a conclusion to the poem? Your answer might deal with ideas and/or language. (4)

**40.** Using close textual reference, show how the presentation of the main character in this poem is similar or different to the presentation of the main character in another poem or poems by Duffy which you have read. (8)

**N5 Exam 2015 (Valentine)**

**38.** In the opening two lines of the poem some of the main ideas and concerns of the poem come across clearly. Identify **two** of these main ideas or concerns. (2)

**39.** In lines 3—5, show how **two** examples of the poet’s use of language suggest a positive side to love. (4)

**40.** In lines 7—17, show how **two** examples of the poet’s use of language suggest a negative side to love. (4)

**41.** How effective do you find lines 18—23 as a conclusion to the poem? Justify your answer with close reference to the text. (2)

**42.** The theme of relationships is important in this poem. With close textual reference, show how this theme is explored in this poem and in at least one other poem you have read by Duffy.(8)

**H Exam 2015 (War Photographer)**

**37.** L ook at lines 1—6. Analyse how imagery is used to create a serious atmosphere. (2)

**38.** Look at lines 7—12. Analyse how Duffy conveys the photographer’s perception of the difference between

life in Britain and life in the war zones abroad. (4)

**39.** Look at lines 13—18. Analyse the use of poetic technique to convey the distressing nature of the

photographer’s memories. (2)

**40.** Look at lines 19—24. Analyse how the use of poetic technique highlights the British public’s indifference

to the suffering shown in the newspapers they read. (2)

**41.** Referring closely to this poem and to at least one other poem by Duffy, discuss how she explores the link between the past and the present. (10)

**N5 Prelim 2016 (Havisham)**

**39.** What is strange about the opening three words of the poem? (2)

**40.** Look at the rest of the first stanza (“Not a day . . . strangle with.”). Explain **one** way in which the strong feelings of the speaker are made clear. (2)

**41.** By referring to **two** examples of the poet’s use of language in lines 5—12, show how the speaker’s disturbed state of mind is made clear. (4)

**42.** Look at lines 12—16 (“Love’s . . . b-b-b-breaks.”). By referring to **two** specific details, show how the speaker distorts conventional notions of weddings and marriage. (4)

**43.** By referring to *Havisham* and at least one other poem by Carol Anne Duffy, discuss the way she explores the minds of characters who are isolated from those around them. (8)

**H Prelim 2016 (Originally)**

**39.** Look at lines 1—8. By referring to at least two examples, analyse how the poet describes the journey as being slightly surreal. (4)

**40.** Look at lines 9—16. Analyse how the poet makes effective use in these lines of sentence structure **or** sound. (2)

**41.** Look at lines 17—24. By referring to at least two examples, analyse how the poet’s use of language conveys the uncertainty in the speaker’s mind. (4)

**42.** By referring to this poem and to at least one other by Carol Ann Duffy, discuss her presentation of characters who feel isolated and/or apart from normal society. (10)

**N5 Exam 2016 (Originally)**

**37.** Look at lines 1–8. Explain, using your own words as far as possible, what the poet/persona remembers

about the journey. You should make **two** key points. (2)

**38.** By referring to **two** examples of the poet’s use of language in lines 9–16, explain fully how the poet makes clear the effect(s) of moving home. (4)

**39.** Look at lines 17–21 (“But then . . . like the rest”). By referring to **two** examples of the poet’s use of language explain fully how the poet suggests acceptance of the move. (4)

**40.** Look at the last four words of the poem (“*Originally*? . . . hesitate”). Explain how any part of this makes an effective ending to the poem. (2)

**41.** By referring closely to this poem, and to at least one other poem by Duffy, show how the poet uses word choice and/or imagery effectively to convey theme(s). (8)

**H Exam 2016 (Mrs Midas)**

**37.** Look at lines 1–12. By referring to at least **two** examples, analyse how the poet’s language conveys the

contrast in atmosphere between stanza 1 and stanza 2. (4)

**38.** Look at lines 13–24. Analyse how the poet’s language in these lines creates an unsettling mood.(2)

**39.** Look at lines 25–36. By referring to at least **two** examples, analyse how the poet’s language presents the

character of Mrs Midas. (4)

**40.** By referring closely to this poem, and to at least one other poem by Duffy, discuss how the poet explores the attempts of characters to cope with life-changing situations. (10)

**N5 Exam 2017 (War Photographer)**

**37.** Look at lines 1–6. By referring to **one** example of word choice, explain how the poet suggests that the war photographer is like “a priest” in “church”.

**38.** Look at lines 9–12. By referring to **two** examples of language, explain how the poet makes it clear that the war photographer’s home country is very different from the countries he visits.

**39.** Look at lines 13–18. By referring to **two** examples of language, explain how the poet makes it clear that the war photographer has been strongly affected by his experiences.

**40.** Look at lines 19–24. Using your own words as far as possible, explain **two** key ideas explored in the final stanza.

**41.** By referring to this poem and to at least one other by Duffy, show how the idea of people suffering painful experiences is a feature of her poetry.

**H Exam 2017 (Valentine)**

**37.** Look at lines 1–5. By referring to **at least two** examples, analyse how the poet uses language to challenge **and/or** reinforce traditional stereotypes associated with romantic love.(4)

**38.** Look at lines 6–17. By referring to **at least two** examples, analyse how the poet uses language to suggest a “truthful” view of love. (4)

**39.** Look at lines 18–23. By referring to the poet’s use of language, evaluate the effectiveness of these lines as a conclusion to the poem. (2)

**40.** By referring to this poem and to at least one other poem by Duffy, discuss how the poet explores emotional conflict within an individual. (10)

**N5 Prelim 2018 (Mrs Midas *FIRST FOUR VERSES!)***

**35.** Look at lines 1—6. By referring to **two** examples of language, explain how the poet creates a calm

atmosphere. **4**

**36.** Look at lines 7—12. By referring to **two** examples of language, explain how the poet conveys that the

speaker is unsure of what is happening. **4**

**37.** Look at lines 16—18. By referring to **one** example of language, explain how the poet creates a vivid impression of the speaker’s husband. **2**

**38.** Look at lines 19—24. Explain how **one** example of sentence structure is used to create a dramatic mood. **2**

**39.** By referring to this poem and to at least one other by Duffy, show how she explores characters’ reactions to unusual situations. **8**

**H Prelim 2018 (Mrs Midas *LAST THREE VERSES!)***

**37.** Look at lines 1—6.

Analyse how the poet’s use of language in these lines creates a dull, matter-of-fact tone. **2**

**38.** Look at lines 7—12.

By referring to **at least two** examples, analyse how the poet’s use of language in these lines creates a vivid picture of what she is describing. **4**

**39.** Look at lines 13—18.

By referring to **at least two** examples, analyse how the poet’s use of language in these lines conveys the mixed feelings in the speaker’s mind. **4**

**40.** By referring to this poem and to at least one other poem by Duffy, discuss the way she explores contradictory emotions in her poetry. **10**