**IMTC Textual Analysis MS**

1. Look at lines 1-5. Explain how the poet makes use of extended metaphor here to explore the idea of change. **4 marks**

**Any TWO of the following:**

**-“inky tadpoles…frogs hopped” compares pupils’ growth to the maturing of frogs to create sense of immense transition (1) from something passive/shy to active/boisterous (1)**

**-“from commas to exclamation marks” compares pupils’ growth to punctuation to create sense startling difference (1) from something every day, a continuation (comma), to something dramatic (exclamation mark) (1)**

**-jumping and croaking” compares pupils to new frogs, excited by new options and choices (1); “croaking” emphasising idea of puberty, changed voices and sounds (1)**

1. Look at lines 9-11. How does the poet’s use of language here convey the mood of the pupils at the end of the year? Give two examples and explain. **4 marks**

**Any TWO of the following:**

**-“feverish July” –suggests a chaotic, sweaty, overwhelming environment (1), conveys that the pupils are restless, feeling stifled by smallness of school, ready to move on (1)**

**-“air tasted of electricity”-suggests a sense of energy (1) conveys that the pupils are excited and anticipating the great change ahead (1)**

**-“tangible alarm”-suggests there is a sense of change in the air that can almost be felt (1), students are on high alert, aware that they are at a crucial stage (1)**

**-“untidy, hot, fractious”-suggests restlessness, irritability (1) conveys that the pupils are stifled in environment, ready for change (1)**

**-“heavy, sexy sky”-personification of weather=odd,; pathetic fallacy of weather reflecting mood (1), overbearing nature of weather reflects stifled feelings of pupils ready to develop and grow (1)**

1. Look at lines 14-15. Explain how the poet’s use of language creates an effective conclusion to the poem. **2 marks**

**Any ONE of the following:**

**-“You ran through the gates”-gates symbolic-out of gates of childhood, into the unknown (1) effective as it emphasises dramatic change leaving primary (1)**

**- “impatient to be grown”-word “impatient” conveys emotions expressed in second half of poem, having matured and ready to change (1), emphasises Duffy’s message about growing up and leaving childhood (1)**

**-“the sky split open into a thunderstorm.”-pathetic fallacy-weather conveys the sense of disruption and change puberty causes (1) underlining Duffy’s message about childhood and growing up (1)**

1. Duffy’s poetry often focuses on feelings of nostalgia. With reference to this poem, and at least one other poem by Duffy, explain how Duffy uses language to explore the feeling of nostalgia. **10 marks**

**As structure sheet**

**‘Originally’ MS**

1. Explain in detail how a contrast is created between the poet and her brothers in the stanza 1 (lines 4-8).  **4 marks**

* **reference to brothers’ behaviour / attitude – “cried” or “bawling”**
* **suggests brothers are upset, devastated, unhappy, strongly expressing emotions (1)**
* **reference to the poet’s behaviour / attitude – finding comfort in her toy or her behaviour to her toy**
* **suggesting her own sense of loss and need for comfort, quiet upset, distress, unhappiness (1)**
* **Constrast-brothers are openly upset and distressed by move and speaking out (1), speaker is quietly affected by move, needing reassurance (1)**

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

* **Childhood is a journey (1) from safety/security/the familiar (1) to the unknown/independence/ricks and danger (1)**

1. In lines 12-16, analyse the use of poetic technique to convey the distress caused to the family members as a result of this new environment. **4 marks**

* **Positioning/abruptness of minor sentence “your accent wrong” (1)-lack of acceptance, sense of exclusion (1)**
* **Parenthesis/positioning of “which seem familiar”-suggests sense of confusion, disorientation/déjà vu (1) triggered by new environment (1)**
* **Word choice of “unimagined” suggests unspeakable horror (1)**
* **Word choice of “big boys” suggests the intimidating appearance of the boys (1)/ vulnerability of the poet (1)**
* **“eating worms” suggests threatening/disgusting behaviour (1)**
* **“shouting” suggesting intimidating nature of speech (1)**
* **“you don’t understand”-confusion/alienation (1)**
* **Imagery “anxieties…loose tooth”-loose tooth causes annoyance/always aware of it (1) parent’s concerns won’t go away (1)**
* **“in my head”-poet deeply aware of parent’s concerns (1)**
* **“I want my own country”-italics suggest strength of desire to return (1)**
* **“want”/”our”/”own”-depth of desire for the familiar (1)**

1. Duffy often uses imagery in her poetry to convey strong emotion. By referring to this poem and at least one other poem by Duffy, discuss how the poet uses imagery in this way. **10 marks**

**20 marks**

**TWMMS TA MS-Higher**

1. Look at lines 1-4. With close reference to the text, explain how the writer creates a sense of isolation and loneliness in the opening to the poem. **4 marks**

* **“to myself/in my head”**
* **Indicates she is alone, not talking to anyone else (1), indicates she is deep in thought, removed from situation(1)**
* **“under the shallows of my breath”**
* **Suggests whispering, furtive speech only for herself to hear (1), shallow breathing suggests anxiety, panic at being alone (1)**

1. Look at lines 13-16. Explain how and why the writer uses contrast to convey her experience moving away from home. **4 marks**

* **“nothing is silent. Nothing is not silent”**
* **Conveys experience of brain being overwhelmed with thoughts over leaving home, but also sensation of absence (1) cannot think about anything other than this, but cannot discuss issues (1)**
* **“I am happy and sad”**
* **Explicit use of contrast in emotions to convey mixed feelings over leaving home (1) childish phrasing indicates childlike sense of longing for home and family (1)**

1. Look at lines 16-20. Explain how Duffy’s use of imagery helps to convey her emotional state at this point in the poem.  **2 marks**

* **“I am happy and sad/like a child/who stood at the end of summer/and dipped a net/in a green, erotic pond.”**
* **Simile used comparing self to a child**
* **Just as a child dipping a net is curious but tentative, wary of reaching too far,(1) so too the speaker is worried and anxious about going to a new place and leaving the comfort of home (1)**

1. Duffy often uses first person narration to convey personal experience in her poetry. With reference to this poem, and at least one other poem by Duffy, explain how Duffy uses first person narration to convey a personal experience. **10 marks**

**See marking advice RE: 10 mark Q**

**20 marks**

**Mrs Midas Textual Analysis MS-Higher**

1. 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

**Stanza 1 – the atmosphere of ordinariness/security suggested by:**

**• “poured a glass of wine/started to unwind/relaxed” all suggest the routine process of starting to enjoy the free time at the end of the day**

**• “kitchen filled … itself” conveys the domesticated/homely environment**

**• “blanching the windows/opened one/wiped the other” suggest the mundane activities involved in the preparation of the meal**

**Stanza 2 – the atmosphere of extraordinariness/threat/ disbelief suggested by:**

**• “visibility poor/dark” signals a change in mood from previous stanza to one of mystery**

**• “twig in his hand … gold” suggests a supernatural occurrence**

**• “pear … like a lightbulb” suggests the unnatural appearance of her husband**

**• “fairy lights” the incongruity of putting these up in September/ connotations of something magical**

1. Look at lines 13-24.

Analyse how the poet’s language in these lines creates an unsettling mood. 2

**Possible answers include:**

**• “He drew the blinds” the furtive action suggests a concealment/ attempt to isolate them from the outside world**

**• “strange, wild, vain” conveys her confusion/concern at the change in his demeanour**

**• “spitting out the teeth … rich” suggests the negative effects of his greed/inappropriateness of his behaviour at the table**

**• “shaking hand” demonstrates the anxiety she feels over his actions**

**• “glass, goblet, golden chalice” suggests the stages of the unnatural transformation of the glass before her eyes**

1. 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

**Possible answers include:**

**• “I finished the wine/I made him sit” highlights her practical nature/ability to regain her composure**

**• Sequencing of “I made/I locked/I moved” suggests she quickly takes control of the situation demonstrating her strength of character/domineering nature**

**• “The toilet I didn’t mind” shows her pride in material possessions /keeping up appearances**

**• Use of statement/(rhetorical) questions “I couldn’t believe my ears’”/”But who has …/about gold?” suggests her no-nonsense approach to life’s problems**

* **“keep his hands to himself … lock the cat in the cellar … At least … smoking for good” all suggest a humorous side to her character in being able to make light of such a serious situation**

**10 marks**

**War Photographer TA MS**

1. Look at lines 1-6.

Analyse how imagery is used to create a serious atmosphere. 2

* **The metaphor “spools of suffering” links the content of the photographic images in the spools to the subjects of the photographs to highlight the awareness of the (on-going, cyclical) misery endured by the subjects.**
* **The image “spools …ordered rows” compares the meticulous arrangement of the spools to the graves in a (war) cemetery to highlight the scale of deaths witnessed/the violent nature of the deaths.**
* **The image of the “dark room” with its red light as a “church” compares the interior lighting within the darkroom to that of a church to highlight the gloomy, funereal atmosphere of the darkroom.**
* **Word choice of “red” suggests danger (of war zone/pictures) or blood (represents the horror of the war zone).**
* **The image of the photographer as “a priest … intone a Mass” suggests a similarity between the role of the photographer and the priest in terms of the seriousness of the processes they are involved in/the importance of their roles in spreading the word.**
* **The image “All flesh is grass” compares human life to short lived “grass” to highlight the transient nature of human life (especially in times of conflict).**

1. 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

* **The word choice of “Rural England” suggests the idealised view of England as predominantly countryside which is leafy, peaceful, natural, wholesome.**
* **The juxtaposition of “ordinary pain” suggests how trivial and unimportant the problems faced in Britain are compared to those in war zones.**
* **The word choice of “simple weather” and/or “dispel” suggests how shallow/easily addressed the problems faced in Britain are.**
* **The word choice of “explode” suggests the unpredictability and danger of life in the war zone.**
* **The word choice of “nightmare heat” suggests extreme climactic conditions endured (with suggestion of oppressive or threatening atmosphere).**
* **An extended contrast could be drawn between the stereotypical feature of “rural England” – “fields” and “running children” and how this is contrasted with reality of life in the war zone – “exploded” and “nightmare heat”.**
* **The word choice of “hand, which did not tremble then” - emphasises contrast between his ability to cope with the job at the time and the impact on him now as he reflects on it.**

1. Look at lines 13-18.

Analyse how the use of poetic technique to convey the distressing nature of the photographer’s memories. 2

* **Word choice - “twist” suggests the subject’s body distorted by pain/injury; writhing in agony.**
* **Word choice - “half-formed ghost” suggests memories of death/being haunted by the memories.**
* **Word choice of “cries” suggests the anguish of the man’s wife.**
* **Enjambement “cries/of this man’s wife” suggests emotional turmoil, uncontained by ordinary line structure.**
* **Word choice of “blood stained” suggests the scale of the violence remembered/the indelible nature of the memory.**
* **Use of sense words such as “blood stained” and “cries” suggests the vivacity of the memory.**
* **Word choice of “foreign dust” suggests abandoned and forgotten.**

1. 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

* **Word choice - “A hundred agonies” suggests the emotional power/quantity of images that the public respond to in a limited way.**
* **Word choice - “black and white” suggests the veracity of the images that the public respond to in a limited way.**
* **The contrast in numbers, “hundred” with “five or six”, illustrates the public’s limited capacity for images of this horrific nature.**
* **Word choice of “prick with tears” suggests the public’s limited emotional response to the images.**
* **The juxtaposition/alliteration of “between the bath and the pre-lunch beers” suggests the brief impact of the suffering shown in the images.**
* **The positioning/tone of “they do not care” reinforces sense of the British public’s indifference to the suffering.**

1. 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

**20 marks**