This is a Class 3 exam

Lebanon Evangelical School
for Boys and Girls
Loueizeh - Baabda

SE01 Exam

10NOV2025

Do NOT write in this box. Your MARK will be placed here.

Subject :	A Level : English 1	
Class :	11A and 12A	
Teacher :	Miss Jovana	
Duration :	1 hour	
You need a clean copy of Poems of the Decade. You are to answer the questions to this exam on : Lined paper		
Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Post-2000 Poetry

Compare the ways in which poets explore the idea of getting older in *To My Nine- Year-Old Self* by Helen Dunmore and **one** other poem of your choice from *Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011*.

In your answer, you should consider the following:

- the poets' development of themes
- the poets' use of language and imagery
- the use of other poetic techniques.

(Total for Question = 25 marks)

SE01 Answer Key

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO4 = bullet point 3,4
	0	No rewardable material.		
Level 1	1 – 5	**Descriptive** • Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. • Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. • Demonstrates limited awareness of connections between texts. • Describes the texts as separate entities.		
Level 2	6 – 10	**General understanding/exploration** • Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. • Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. • Identifies general connections between texts. • Makes general cross-references between texts.		
Level 3	11 – 15	**Clear relevant application/exploration** • Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. • Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. • Makes relevant connections between texts. • Develops an integrated approach with clear examples.		
Level 4	16 – 20	**Discriminating controlled application/exploration** • Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. • Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. • Analyses connections between texts. • Takes a controlled discriminating approach to integration with detailed examples.		
Level 5	21 – 25	**Critical and evaluative** • Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. • Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. • Evaluates connections between texts. • Exhibits a sophisticated connective approach with sophisticated use of examples.		

Question Number 1	Indicative Content
	To My Nine-Year-Old Self
	All reasonable and relevant interpretations of 'the idea of getting older' should be rewarded. A pertinent choice of second poem might be *A Leisure Centre Is Also A Temple Of Learning* by Sue Boyle.
	Students may include the following in their answers:
	• Dunmore's poem addresses her younger self directly whereas the speaker in Sue Boyle's poem represents a group of older women, observing and commenting on the young girl in the changing room
	• the idea in both poems is how we become more knowing as we get older: Helen Dunmore's voice has 'fears for us both'; the older wiser voice tells the girl in the leisure centre she should 'look around'
	• the language in Dunmore's poem affectionately evokes the past – the den, the sherbet lemons; Boyle's poem has words which describe the girl in apparently admiring detail but also with warning undertones
	• figurative language is used in both poems – the white paper on which to write dreams in Dunmore's poem; the hair like a waterfall in Boyle's poem
	• there is room for different interpretations of the poems in terms of theme and tone: candidates may have different ideas about Dunmore's reflections on getting older, spolling 'this body we once shared'; or ask are the observers in the leisure centre simply jealous of the younger person, or are they protective towards her?
	• both poems explore naivety and have a sense of warmth or pity for the older / younger person.
	These are suggestions only. Accept any valid alternative responses.