**Feedback from examiners!**

1) Rubric- Students should be very careful when specifying which qn they are answering - Two of mine wrote the incorrect number down for the question they attempted. This was accepted by the examiner but they obviously highlighted it.

2)  Selection of poems was not always great. On relationships for example, one student bizarrely chose to focus on 'Wind' for relationships (Hughes) - Not the greatest choice!!

3) Organisation of essay could be better. One student placed Lovesong (Hughes) after Morning Song whereas 'Full Moon' (which they referred to last of all) would have been a better comparison option at this point.

4) Examiners love 'concepts' which I take to differ in meaning from 'terminology' in that it means key ideas coming out of the poems linked to the theme. i.e. Pain / Lack of communication in Plath's relationships. There was lots of ticks for this!

5) Unclear explanation of points / Clarity of expression is absolutely critical

6) More overriding assumptions needed about the two poets and their attitudes to the theme, at key points in their essay, particularly the end.

7) Acknowledging alternative viewpoints is absolutely critical for C grade, let alone A grade. Phrases like 'This could imply' & ' Other readers may view this as...' -they love as it obviously acknowledges that the student knows their interpretation is not the only one.

8) More comparative statements need to be made between the two poets, not just at changeover points, but the occasional link now and again within analysis of a poem is highly commended.