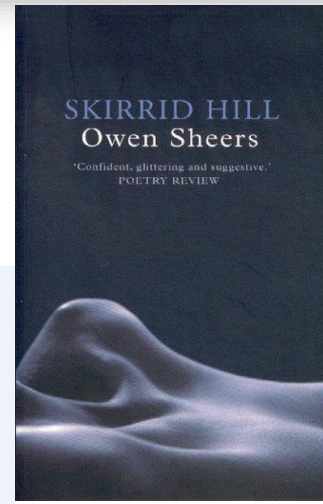
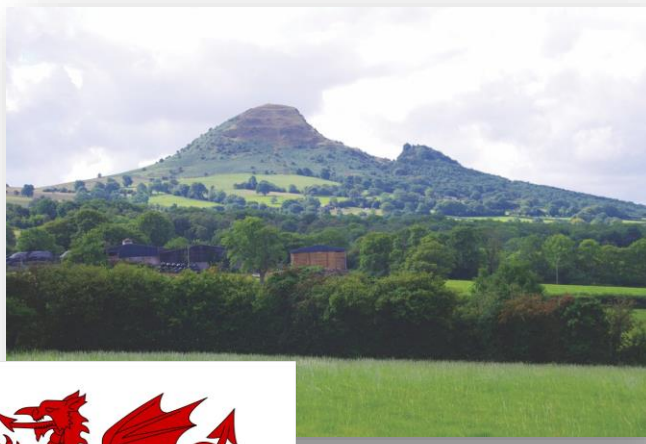


POEMS	
Last Act	Intermission
Mametz Wood	Calendar
The Farrier	Flag
Inheritance	The Steelworks
Marking Time	Song
Show	Landmark
Valentine	Happy Accidents
Winter Swans	Drinking with Hitler
Night Windows	Four Movements in the Scale of Two
Keyways	Liable to Floods
Border Country	History
Farther	Shadow Man
Trees	Under the Superstition Mountains
Hedge School	Service
Joseph Jones	The Fishmonger
Late Spring	Stitch in Time
The Equation	L.A. Evening
Swallows	The Singing Men
On Going	The Wake
Y Gaer (The Hill Fort) and The Hill Fort (Y Gaer)	Skirrid Fawr

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PAPER 2 – SECTION A: SKIRRID HILL

Themes	
Gender	Humankind
Love	Romantic/sexual connection
Family	History
Culture	Welshness
Nature	Conflict
Appearance vs Reality	Transitions
Boundaries	Language
Communication	Relationships
Loss	Mortality
Public vs Private	Female suffering



Context (Biographical/Historical/Social/Literary) (AO3)

**Owen Sheers**

- Began writing as a poet but has since branched into various genres including film, theatre and novel writing.
- He was born in Fiji where his mother worked as a teacher and his father a town planner with the Overseas Development Agency.
- The family returned to the UK when Sheers was two.
- They moved between Wales and London.



**The Welsh Landscape**

- 'I fell in love with the experience of the landscape, with how the hills and coasts of South Wales could later my thoughts and feelings, long before I fell for poetry.' (Sheers, A Poet's Guide to Britain)
- Consider how these views are explored in poems such as: 'The Hill Fort', 'Inheritance', 'Y Gaer' and 'Skirrid Fawr'.
- He has a personal sense of engagement with Wales but there is also a sense of a shared landscape in his poems which brings wider cultural connections too.
- Research some of the legend that surround the Skirrid (alluded to in 'Farther').
- Sheers gives the landscape in his poetry a spiritual dimension.

**Socio-economic contexts**

- Some of the poems seem to be responding to the contentious changes in Welsh culture and society.
- 'Border Country' hints at discontent in rural communities. Depression among farmers was a concern in the 1990s and early 2000s due to epidemics affecting livestock.

**National Identity**

- Sheers' sense of identity is plural.
- In 1997, the Welsh voted, by 50.3%, for a separate legislative assembly for Wales.
- "Being Welsh is important, but I'm nervous of the idea of a writer being defined by their nationality." Owen Sheers, Jersey Evening Post, 2015)
- Sheers signed a letter on 2016 supporting Britain to remain in the European Union.
- Sheers' work presents a love of Wales and its landscape but it does not seem to advocate nationalism or an exclusive Welsh culture.

**War Poet**

- Several of his poems explore aspects of war. Example: aftermath of a battle fought in Mametz Wood, 1916.
- Sheers believes that some of the soldier poets who were not officers have been neglected.
- Sheers has spoken in interviews about the need for writers to keep telling stories of war so long as people persist in using violence as a means to solve problems.
- Major conflicts have run parallel with Sheers' writing life. Some of the boys that Sheers knew at school began their army careers at 16 years old.

**Literary Contexts**

- Sheers is a graduate from Oxford.
- He admires many poets including: David Jones writes about WW1; Keith Douglas writes about WW2.
- Welsh influences include: Dannie Absse and R.S. Thomas; Edward Thomas.



Paper 2: Texts in shared contexts

- Choice of two options:
- Option 2A: WW1 and its aftermath
  - Option 2B: Modern times: literature from 1945 to the present day

Study of three texts: one prose, one poetry and one drama, of which one must be written post-2000  
Examination will include an unseen prose extract

**Assessed**

- written exam: 2 hours 30 minutes
- open book
- 75 marks
- 40% of A-level



**Questions**

Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking

- one compulsory question on an unseen extract (25 marks)
- one essay question linking two texts (25 marks)

**Exam style question:**

'In *Skirrid Hill* love is presented as either mysterious or disappointing.'  
Examine this view of the collection.

Assessment Objectives & Skills

AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
AO2	Analyse ways in which meanings are shaped in literary texts.
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
AO4	Explore connections across literary texts.
AO5	Explore literary texts informed by different interpretations.