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**General Certificate of Education
June 2010**

English Literature A 1741

**Texts in Context Option B: World War One
Literature**

LTA1B

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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The Assessment Objectives

- assessment in English Literature is unlike that in most other subjects where Assessment Objectives can be assessed discretely.
- experience of examining in this subject and research conducted into how candidates approach answering questions show that there is never an occasion where one can assess a single Assessment Objective discretely.
- some Assessment Objectives, such as AO1 and AO2, are present in all questions on this paper.
- in this paper, some Assessment Objectives have different weightings in different questions.
- the specification and its units have been constructed and the questions have been framed so that the Assessment Objectives are targeted in the proportions set out in the specification and reprinted below.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)				Overall weighting of AOs (%)
	Unit 1		Unit 2		
AO1	12		12		24
AO2	18		14		32
AO3	12		10		22
AO4	18		4		22
Overall weighting of units (%)	60		40		100

Weighting of Assessment Objectives for this paper

The table below shows the Assessment Objectives tested by each question and the approximate numbers of marks available.

Assessment Objectives	Question Weightings (%)			
	Question 1		Questions 2-7	
AO1	3		15	
AO2	12		15	
AO3	3		15	
AO4	27			
Overall weighting of units (%)	45		45	

How to use the Grids and the marking scheme

- for each question in this unit, in addition to the Assessment Objectives common to all questions (AOs1 and 2), there is a **key Assessment Objective which should be used in the first stage** of assessing the answer. For Question 1, this is AO4; for all set text questions, this is AO3.
- having placed the answer in a band of the grid, move on to verify this mark by considering the other relevant AO columns (AOs 1, 2 and 3 for Question1; AOs 1 and 2 for the set text questions).
- this is a skills based mark scheme. The whole specification is designed to encourage the development of the **autonomous reader**. In the coursework, this is encouraged through teachers/candidates taking responsibility for **choice of text** and **construction of task**. In the examination, candidates are invited to answer questions which present **unprepared material** and require reference to **individualised wider reading** (like the context question here) and **open questions** which invite the candidate to **make their own selection of the poems they wish to write about** (as in the poetry set text question).
It is therefore the candidate who sets the agenda and chooses the relevant material with which to answer the question. The examiner will be judging **the appropriateness, the relevance and the accuracy of those choices**.

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of literary texts b) make few uses of appropriate terminology or examples to support interpretations c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of structure, form, and language b) assert some aspects with reference to how they shape meaning c) make limited references to texts.	Candidates characteristically: a) make few links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a limited way.	Candidates characteristically: communicate limited understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of literary texts b) make simple use of appropriate terminology or examples to support interpretations c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of structure, form, and language b) describe some aspects with reference to how they shape meaning c) make related references to texts.	Candidates characteristically: a) make straightforward links and connections between literary texts b) reflect the views expressed in other interpretations of literary texts in a basic way.	Candidates characteristically: communicate some basic understanding of context through descriptions of culture, text type, literary genre or historical period.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts b) present relevant responses, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts b) explore how writers use specific aspects to shape meaning c) use specific references to texts to support their responses.	Candidates characteristically: a) explore links and connections between literary texts b) communicate understanding of the views expressed in different interpretations or readings	Candidates characteristically: a) communicate understanding of the relationships between literary texts and their contexts b) comment appropriately on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were - and are – received.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of literary texts with confidence b) present relevant, well-informed responses, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of structure, form and language in literary texts with insight b) confidently explore how writers use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to texts to support their responses.	Candidates characteristically: a) explore links and connections between literary texts with confidence b) communicate understanding of the views expressed in different interpretations or readings in a mature, sophisticated manner.	Candidates characteristically: a) communicate a mature understanding of the relationships between literary texts and their contexts b) comment in a sophisticated manner on the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were - and are – received.

1. Read the following extract carefully. It is taken from a memoir entitled *A Woman at War* by Maude Onions who served as a signaller in France during World War One. In this account she is describing her part in conveying the message that the war had ended. She goes on to describe her own response to the news and the responses of those around her.

How does the writer present her thoughts and feelings about World War One?

How far is the extract similar to and different from your wider reading in the literature of World War One? You should consider the writers' choices of form, structure and language, as well as subject matter.

FOCUS – Onions account and wider reading. Analysis of account

KEY WORDS How, present, thoughts and feelings, how far, similar to, different from, wider reading, form, structure and language, subject matter

INDICATIVE CONTENT

Subject matter: personal account of first responses to the Armistice; from a female participant in warfare in France at the time; recording her own and others' mixed emotions; captures the emotional impact of an historical moment in a series of vivid pictures – the silence of the signal office; the sounds but no voices as she moves to the harbour; the scene in the graveyard; her awareness of loss and grief on all sides; contrast between sound and silence, congestion and tranquility.

Form, structure and language; Mood tense then relieved but saddened – conveyed through form, structure and language; personal but also sees herself as part of a profound moment for all involved in the war; changes of mood and focus in each paragraph; first person involvement; impact achieved through inclusion of the text of the message; listing, repetition, dash, etc. (all use for emphasis); language used to convey mixture of sound and silence; impact of inclusion of the sobbing French woman's words; language used to convey contrasts; ways used to describe the discovery of the grave and her realisation of grief on all sides.

Possible links to wider reading - candidate to find links in terms of both similarity and difference with wider reading:

- first person/eye witness accounts, both genders
- writing about impact of war, affecting women and others
- writing by women, prose and poetry.

	Assessment Objective 1 (3 marks)	Assessment Objective 2 (12 marks)	Assessment Objective 3 (3 marks)	Assessment Objective 4 (27 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers	AO4: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the ways Onions presents her thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of Onions' account c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in Onions' account b) assert some aspects with reference to the ways Onions shapes meaning c) make limited references to Onions' account.	Candidates characteristically: a) make few links and connections between Onions' account and wider reading texts b) reflect the views expressed in other interpretations of WW1 literature in a limited way.	Candidates characteristically: communicate limited understanding of context through descriptions of culture, text type, literary genre or WW1 literature.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of Onions' account b) make simple use of appropriate terminology or examples to support interpretations of the ways Onions presents her thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Onions' account b) describe some aspects with reference to the ways Onions shapes meaning c) make related references to Onions' account.	Candidates characteristically: a) make straightforward links and connections between Onions' account and wider reading texts b) reflect the views expressed in other interpretations of WW1 literature in a basic way.	Candidates characteristically: communicate some basic understanding of context through descriptions of culture, text type, literary genre or WW1 literature.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of Onions' account b) present relevant responses to the ways Onions presents her thoughts and feelings, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in Onions' account b) explore the ways Onions uses specific aspects to shape meaning c) use specific references to Onions' account to support their responses.	Candidates characteristically: a) explore links and connections between Onions' account and wider reading texts b) communicate understanding of the views expressed in different interpretations or readings of WW1 literature.	Candidates characteristically: a) communicate understanding of the relationships between Onions' account, wider reading texts and WW1 context. b) comment appropriately on context: the influence of culture, text type, literary genre or historical period on the ways in which WW1 literary texts were written and were - and are - received
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of Onions' account with confidence b) present relevant, well-informed responses to the ways Onions presents thoughts and feelings, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in Onions' account with insight b) confidently explore the ways Onions uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Onions' account to support their responses.	Candidates characteristically: a) explore links and connections between Onions' account and wider reading texts with confidence b) communicate understanding of the views expressed in different interpretations or readings of WW1 literature in a mature, sophisticated manner.	Candidates characteristically: a) communicate a mature understanding of the relationships between Onions' account, wider reading texts and the WW1 context. b) comment in a sophisticated manner on context: the influence of culture, text type, literary genre or historical period on the ways in which WW1 literary texts were written and were - and are - received.

Up the Line to Death – ed. Brian Gardner

2. 'The poets of 1914-18 found the nobility of man in their war, even if they did not find much nobility in the war itself.'

This statement was made by Brian Gardner, the editor of *Up the Line to Death*.

To what extent do you agree that the poems in the anthology reveal 'the nobility of man'?

In your answer you should either refer to **two** or **three** poems in detail **or** range more widely through the whole anthology.

FOCUS Given view. Two or three poems/whole text. Exploration of given view by surveying anthology

KEYWORDS Nobility of man, to what extent do you agree

INDICATIVE CONTENT

To produce a balanced debate, the candidate's choice of poetry should include both poems that support the idea that the nobility of man is revealed **and** poems that reveal contrasting aspects of the anthology.

- Supporting poems **might** include poems from a variety of writers describing a variety of behaviours and attitudes, settings and situations.
- A counter-argument **could** be provided by poems referring to men presented less than nobly.
- Candidates will **perhaps** engage with different poetic forms, moods and voices.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the anthology b) make few uses of appropriate terminology or examples to support interpretations of nobility in the anthology c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poetry in the anthology b) assert some aspects with reference to how the poets in the anthology shape meaning c) make limited references to the poems in the anthology.	Candidates characteristically: a) make few links and connections between the poems in the anthology b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the anthology b) make simple use of appropriate terminology or examples to support interpretations of nobility in the anthology c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the poetry in the anthology b) describe some aspects with reference to how the poets in the anthology shape meaning c) make related references to the poetry in the anthology.	Candidates characteristically: a) make straightforward links and connections between the poems in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to nobility in the anthology, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the anthology b) explore how the poets use specific aspects to shape meaning c) use specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between the poems in the anthology b) communicate understanding of the given view c) consider different interpretations of the poetry in the anthology d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of poetry in the anthology with confidence b) present relevant, well-informed responses to nobility in the anthology, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the anthology with insight b) confidently explore how the WW1 poets use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between the poems in the anthology b) communicate mature understanding of the given view about ordinary soldiers as heroes c) consider different interpretations of the poetry in the anthology in a cogent manner d) construct an illuminating debate.

Up the Line to Death – ed. Brian Gardner

3 Remind yourself of 'The Sentry' by Wilfred Owen.

How far do you agree that this poem is typical of the anthology in its presentation of relationships between officers and those for whom they are responsible?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS 'The Sentry' and whole text. Analysis of named poem.

KEYWORDS How far do you agree, typical, the ways in which, presents, relationships between officers and the soldiers for whom they are responsible, form structure, language, subject matter.

INDICATIVE CONTENT

- Analysis of distinctive features **might** include: the three-part structure; the details of the dug-out setting in the first part; the dramatic treatment of the explosion and the sentry's fall into the dug-out with the use of onomatopoeia, exclamation, dialogue, imagery, etc; the sight test and the efforts of the narrator to administer first-aid; the narrator's other responsibilities but abiding memory of the Sentry's suffering; the poignant and ambiguous ending; the extent of the narrator's sympathy for the Sentry can be debated
- Links to other poems **could** pick up the idea of the balance between duty to maintain morale/command fighting and awareness of/sympathy for suffering
- A counter-argument will **perhaps** look at poems where officers are presented less sympathetically and/or soldiers are presented less helplessly.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poems in the anthology b) make few uses of appropriate terminology or examples to support the idea of 'The Sentry' as typical in the ways it presents relationships c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poetry in the anthology b) assert some aspects with reference to how Owen and other poets shape meaning c) make limited references to the poetry in the anthology.	Candidates characteristically: a) make few links and connections between 'The Sentry' and the other poems in the anthology b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the anthology b) make simple use of appropriate terminology or examples to support the idea of 'The Sentry' as typical of in the ways it presents relationships c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the poetry in the anthology b) describe some aspects with reference to how Owen and other poets shape meaning c) make related references to the poetry in the anthology.	Candidates characteristically: a) make straightforward links and connections between 'The Sentry' and the other poems in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to the idea of 'The Sentry' as typical of presentations of death, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the anthology b) explore how Owen and other poets use specific aspects to shape meaning c) use specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between 'The Sentry' and the other poems in the anthology b) communicate understanding of the given view c) consider different interpretations of the poetry in the anthology d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology with confidence b) present relevant, well-informed responses to the idea of 'The Sentry' as typical of presentations of death, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry of the anthology with insight b) confidently explore how Owen and other poets in the anthology use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between 'The Sentry' and other poems in the anthology with confidence b) communicate mature understanding of the given view c) consider different interpretations of the poetry in the anthology in a cogent manner d) construct an illuminating debate.

Scars Upon My Heart – ed. Catherine Reilly

4. ‘Women at home were only too well aware of the grim reality and the grand scale of the slaughter.’

How far do you find this view to be supported by the poems in *Scars Upon My Heart*?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole anthology.

FOCUS Given view. Two or three poems/whole text. Exploration of given view by surveying anthology

KEYWORDS Women, aware, grim reality, grand scale, slaughter, how far do you find supported

INDICATIVE CONTENT

To produce a balanced debate, the candidate’s choice of poetry should include both poems that support the idea that there is a strong mood of protest against the war **and** poems that reveal contrasting aspects of the anthology.

- Supporting poems **might** include poems from a variety of writers showing an awareness of ‘grim reality’ and ‘grand scale of the slaughter’
- A counter-argument **could** be provided by poems referring to a naïve, less informed view.
- Candidates will **perhaps** engage with different poetic forms, structures and choices of language.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the anthology b) make few uses of appropriate terminology or examples to support interpretations of grim reality and grand scale of the slaughter in the poems in the anthology c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poetry in the anthology b) assert some aspects with reference to how the poets in the anthology shape meaning c) make limited references to the poetry in the anthology	Candidates characteristically: a) make few links and connections between the poems in the anthology b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poems in the anthology b) make simple use of appropriate terminology or examples to support interpretations of grim reality and grand scale of the slaughter in the poems in the anthology c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the poetry in the anthology b) describe some aspects with reference to how the poets shape meaning c) make related references to the poetry in the anthology.	Candidates characteristically: a) make straightforward links and connections between the poems in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to the ways the poems in the anthology reflect grim reality and grand scale of the slaughter, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the anthology b) explore how the poets in the anthology use specific aspects to shape meaning c) use specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between the poems in the anthology b) communicate understanding of the given view c) consider different interpretations of the poetry in the anthology d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of poems in the anthology with confidence b) present relevant, well-informed responses to the ways the poems reflect grim reality and grand scale or the slaughter fluently, using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poems in the anthology with insight b) confidently explore how the poets in the anthology use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between the poems in the anthology with confidence b) communicate mature understanding of the given view c) consider different interpretations of the poetry in the anthology in a cogent manner d) construct an illuminating debate.

Scars Upon My Heart – ed. Catherine Reilly

5 Remind yourself of 'The Call' by Jessie Pope.

To what extent do you find this poem characteristic of women's attitudes to war as represented in this anthology?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS The Call and whole text. Analysis of named poem

KEYWORDS To what extent do you agree, typical of women's attitudes to war, form structure, language, subject matter.

INDICATIVE CONTENT

- Analysis of distinctive features which **might** include: the title; the repetitive and insistent questioning and direct address; the lyrical stanza form and the use of parallel structure; the apparent conversational informality created by contractions, colloquialism and diminutives such as 'laddie'; the contrast in each stanza between the heroic/bombastic images of courage and the final image of cowardice; the effect of modal auxiliary verbs such as 'will' and 'would'; the climactic images, tone and diction of the last stanza.
- Links to other poems **could** pick up on jingoistic verse, direct addresses to soldiers and/or considerations of heroism and/or cowardice, presentations of combatants, poems of recruitment
- A counter-argument will **perhaps** look at poems of a less jingoistic nature, more realistic, less naïve, less manipulative.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the anthology b) make few uses of appropriate terminology or examples to support the idea of 'The Call' as characteristic of women's attitudes to war c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poetry in the anthology b) assert some aspects with reference to how Pope and the other poets in the anthology shape meaning c) make limited references to the poetry in the anthology	Candidates characteristically: a) make few links and connections between 'The Call' and other poems in the anthology b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the anthology b) make simple use of appropriate terminology or examples to support the idea of 'The Call' as characteristic of women's attitudes to war c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the poetry of the anthology b) describe some aspects with reference to how Pope and the other poets shape meaning c) make related references to the poetry in the anthology.	Candidates characteristically: a) make straightforward links and connections between 'The Call' and other poems in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry of the anthology b) present relevant responses to the idea of 'The Call' as characteristic of women's attitudes to war, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry of the anthology b) explore how Pope and the other poets in the anthology use specific aspects to shape meaning c) use specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between 'The Call' and other poems in the anthology b) communicate understanding of the given view c) consider different interpretations of the poems in the anthology d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of 'The Call' and the poetry in the anthology b) present relevant, well-informed responses to the idea of 'The Call' as typical of women's attitudes to war fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the anthology with insight b) confidently explore how Pope and other poets in the anthology use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between 'The Call' and other poems in the anthology with confidence b) communicate mature understanding of the given view c) consider different interpretations of the poetry in the anthology in a cogent manner d) construct an illuminating debate.

War Poetry – ed. Jon Stallworthy

6. Wilfred Owen declared, ‘My subject is war, and the pity of war. The poetry is in the pity.’

To what extent do the poems in this selection evoke pity in the reader?

In your answer you should **either** refer to **two** or **three** poems in detail **or** range more widely through the whole selection.

FOCUS Given view. Two or three poems/whole text. Exploration of given view by surveying anthology

KEYWORDS Pity, poetry, to what extent, evoke, reader

INDICATIVE CONTENT

To produce a balanced debate, the candidate’s choice of poetry should include both poems that evoke pity in the reader **and** poems that reveal contrasting aspects of the selection.

- Supporting poems **might** include poetry from a range of writers describing different situations and scenarios.
- A counter-argument **could** be provided by poems referring to themes such as patriotism, hope, honour, duty, comradeship, love, humour, etc.
- Candidates will **perhaps** engage with different poetic forms, structures and choices of language.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the selection b) make few uses of appropriate terminology or examples to support interpretations of the idea of pity in the selection c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poetry in the selection b) assert some aspects with reference to how the poets in the selection shape meaning c) make limited references to the poetry in the selection.	Candidates characteristically: a) make few links and connections between poems in the selection b) reflect the given view in a limited way c) assert their agreement/ disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the selection b) make simple use of appropriate terminology or examples to support interpretations of the idea of pity in the poetry selection c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the poetry in the selection b) describe some aspects with reference to how the poets in the anthology shape meaning c) make related references to the poetry in the selection.	Candidates characteristically: a) make straightforward links and connections between the poems in the selection b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection b) present relevant responses to the idea of pity in the poetry in the selection is harsh and full of strange words, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the selection b) explore how the poets in the selection use specific aspects to shape meaning c) use specific references to the poetry in the selection to support their responses.	Candidates characteristically: a) explore links and connections between poems in the selection b) communicate understanding of the given view c) consider different interpretations of poems in the selection d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection with confidence b) present relevant, well-informed responses to the idea of pity in the poetry, fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in this selection with insight b) confidently explore how the poets in the selection use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the selection to support their responses.	Candidates characteristically: a) explore links and connections between poems in the selection with confidence b) communicate mature understanding of the given view c) consider different interpretations of poems in the selection in a cogent manner d) construct an illuminating debate.

War Poetry – ed. Jon Stallworthy

7 How far do you agree that ‘Six Young Men’ by Ted Hughes provides an appropriate conclusion to this selection?

In your answer you should consider form, structure and language, as well as subject matter.

FOCUS ‘Six Young Men’ and other linked poems from selection. Analysis of named poem.

KEYWORDS How far do you agree, appropriate conclusion, form, structure and language, subject matter

INDICATIVE CONTENT

- Analysis of distinctive features **might** include: the central motif of the photograph; contradictions and paradoxes of life and death; the two time settings; the use made of topographical features; the juxtaposition of their photographed expressions and demeanour with the graphic horror of their deaths; the philosophy and reflection of the last stanza
- Links to other poems **could** pick up on the post-war time-setting, the poignancy of youth cut short by death, the contrast between home front and trench settings, etc.
- A counter-argument will **perhaps** look at poems candidates might choose as more apt conclusion and/or raise questions about how the poet’s lack of direct experience, his focus on individuals, his philosophical musings make this poem atypical and therefore not an appropriate conclusion.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression	AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts	AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poems in the selection b) make few uses of appropriate terminology or examples to support the idea of 'Six Young Men' as an appropriate conclusion c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the poems in the selection b) assert some aspects with reference to how Hughes and other poets shape meaning c) make limited references to poems in the selection.	Candidates characteristically: a) make few links and connections between 'Six Young Men' and other poems in the selection b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the selection b) make simple use of appropriate terminology or examples to support the idea of the idea of 'Six Young Men' as an appropriate conclusion c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in poems in the selection b) describe some aspects with reference to how Hughes and other poets in the selection shape meaning c) make related references to the poetry in the selection.	Candidates characteristically: a) make straightforward links and connections between 'Six Young Men' and other poems in the selection b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of poetry in the selection b) present relevant responses to the idea of 'Six Young Men' as an appropriate conclusion, using appropriate terminology to support informed interpretations c) structure and organise their writing d) communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the selection b) explore how Hughes and other poets use specific aspects to shape meaning c) use specific references to poems in the selection to support their responses.	Candidates characteristically: a) explore links and connections between 'Six Young Men' and other poems in the selection b) communicate understanding of the given view c) consider different interpretations of poems in the selection d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection with confidence b) present relevant, well-informed responses to the idea of 'Six Young Men' as an appropriate conclusion fluently using appropriate terminology to support informed interpretations c) structure and organise their writing in a cogent manner d) communicate content and meaning through sophisticated and mature writing.	Candidates characteristically: a) identify relevant aspects of form, structure and language in the poetry in the selection with insight b) confidently explore how Hughes and the other poets in the selection use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the poetry in the selection to support their responses.	Candidates characteristically: a) explore links and connections between 'Six Young Men' and other poems in the selection b) communicate mature understanding of the given view c) consider different interpretations of poems in the selection in a cogent manner d) construct an illuminating debate.