



## **General Certificate of Education**

# **English Literature 1741** *Specification A*

**LTA1B      Texts in Context**  
**Option B: World War One**  
**Literature**

## **Mark Scheme**

*2009 examination - June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2009 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## 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**.

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>	<b>Assessment Objective 4</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or historical period.
<b>Band 2 11-22</b>	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: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or historical period.
<b>Band 3 23-34</b>	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.
<b>Band 4 35-45</b>	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.

**01** Read the following extract carefully. It is taken from the letters of the poet Wilfred Owen, who was an army officer. Owen was serving in France when he wrote this letter to his mother.

How does the writer present his 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.

**FOCUS** Owen's letter and wider reading. Analysis of letter.

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

**INDICATIVE CONTENT**

Subject Matter: personal letter to mother in 1917; poet famed for realistic trench poetry; detailed descriptions of warfare; presentation of Colonel and text of his message; graphic details of 'reward'; expression of bitterness against Home Front.

Form, structure and language: level of detail (including relatively mundane), use of numbers and informal sentence structures all denote personal letter genre; some evocative imagery to convey intensity of battle; honest voice; emerging irony/sarcasm/cynicism but also a poignancy in description of Gaukroger.

Typicality – candidate to find links in terms of both similarity and difference with wider reading:

- letters to and from the front
- realistic accounts of trench warfare
- first person narratives
- literature dealing with commanding officers
- wider reading in similar and different moods.

	<b>Assessment Objective 1 (3 marks)</b>	<b>Assessment Objective 2 (12 marks)</b>	<b>Assessment Objective 3 (3 marks)</b>	<b>Assessment Objective 4 (27 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	Candidates characteristically: a) communicate limited knowledge and understanding of the ways Owen presents his thoughts and feelings b) make few uses of appropriate terminology or examples to support interpretations of Owen's letter c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in Owen's letter b) assert some aspects with reference to the ways Owen shapes meaning c) make limited references to Owen's letter.	Candidates characteristically: a) make few links and connections between Owen's letter and wider reading texts b) reflect the views expressed in other interpretations of WW1 literature in a limited way.	Candidates characteristically: a) communicate limited understanding of context through descriptions of culture, text type, literary genre or the WW1 literature.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of Owen's letter b) make simple use of appropriate terminology or examples to support interpretations of the ways Owen presents his thoughts and feelings c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in Owen's letter b) describe some aspects with reference to the ways Owen shapes meaning c) make related references to Owen's letter.	Candidates characteristically: a) make straightforward links and connections between Owen's letter and wider reading texts b) reflect the views expressed in other interpretations of WW1 literature in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or the WW1 literature.

<p><b>Band 3</b> <b>23-34</b></p>	<p>Candidates characteristically: a) communicate relevant knowledge and understanding of Owen's letter b) present relevant responses to the ways Owen presents his 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.</p>	<p>Candidates characteristically: a) identify relevant aspects of form, structure and language in Owen's letter b) explore the ways Owen uses specific aspects to shape meaning c) use specific references to Owen's letter to support their responses.</p>	<p>Candidates characteristically: a) explore links and connections between Owen's letter and wider reading texts b) communicate understanding of the views expressed in different interpretations or readings of WW1 literature.</p>	<p>Candidates characteristically: a) communicate understanding of the relationships between Owen's letter, 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</p>
<p><b>Band 4</b> <b>35-45</b></p>	<p>Candidates characteristically: a) communicate relevant knowledge and understanding of Owen's letter with confidence b) present relevant, well-informed responses to the ways Owen presents his 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.</p>	<p>Candidates characteristically: a) identify relevant aspects of form, structure and language in Owen's letter with insight b) confidently explore the ways Owen uses specific aspects to shape meaning c) show a mastery of detail in their use of specific references to Owen's letter to support their responses.</p>	<p>Candidates characteristically: a) explore links and connections between Owen's letter 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.</p>	<p>Candidates characteristically: a) communicate a mature understanding of the relationships between Owen's letter, 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.</p>

***Up the Line to Death* – ed. Brian Gardner**

**02** 'An anthology in which ordinary soldiers are presented as heroes.'

To what extent do you agree with this assessment?

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

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

**KEYWORDS** Ordinary soldiers, presented, heroes, 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 ordinary soldiers are presented as heroes **and** poems that reveal contrasting aspects of the anthology.

- Supporting poems **might** include poems from a variety of writers describing a variety of individuals and groups, roles, settings and situations
- A counter-argument **could** be provided by poems referring to the presentation of ordinary soldiers in different lights – victims, cowards, deserters, cruel, self-interested or whatever
- Candidates will **perhaps** engage with different poetic forms, moods and voices.



	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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 the ordinary soldiers as heroes 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.
<b>Band 2 11-22</b>	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 the ordinary soldiers as heroes 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.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to the ordinary soldiers as heroes 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 WW1 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.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of poetry in the anthology with confidence b) present relevant, well-informed responses to the ordinary soldiers as heroes 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**

**03** Remind yourself of 'The Leveller' by Robert Graves

To what extent do you agree that this poem is typical of this anthology's presentation of death in battle?

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

**FOCUS** 'The Leveller' and whole text. Analysis of named poem.

**KEYWORDS** To what extent do you agree, typical, presentation of death, form, structure, language, subject matter.

**INDICATIVE CONTENT**

- analysis of distinctive features **might** include: the idea of The Leveller and 'levelling'; the contrast between the two central characters; the irony of their deaths and responses; the role of Sergeant Smith's letter; Graves' use of the ballad form.
- links to other poems **could** include those poems portraying: death as random, not linked to a sense of just desserts; commanding officers and the propaganda of obituaries; a contrast between different soldiers' reactions to death.
- a counter-argument will **perhaps** look at poems presenting different reactions to death in a variety of poetic forms, structures and choice of language.

	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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 Leveller' as typical of presentations of death 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 shape meaning c) make limited references to the poetry in the anthology.	Candidates characteristically: a) make few links and connections between 'The Leveller' 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.
<b>Band 2 11-22</b>	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 Leveller' as typical of presentations of death 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 Leveller' and the other poems in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to the idea of 'The Leveller' 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 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 Leveller' 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.
<b>Band 4 35-45</b>	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 Leveller' 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 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 Leveller' 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**

**04** How far do you agree with the view that this anthology deals with individual suffering rather than the wider war?

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

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

**KEYWORDS** How far do you agree, individual suffering, wider war

**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 describing a variety of suffering individuals and their situations
- A counter-argument **could** be provided by poems referring to the wider war in a variety of ways
- Candidates will **perhaps** engage with different poetic forms, structures and choices of language.

	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the anthology b) make few uses of appropriate terminology or examples to individual suffering 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 and portray individual suffering 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.
<b>Band 2 11-22</b>	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 individual suffering of 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 and portray individual suffering 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.
<b>Band 3 23-34</b>	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 individual suffering, 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 and portray individual suffering 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.
<b>Band 4 35-45</b>	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 individual suffering, 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 and portray individual suffering 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**

**05** Remind yourself of Katharine Tynan’s poem ‘Joining the Colours’.

How far do you agree that this poem captures the mood of the anthology on the subject of soldiers going off to war?

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

**FOCUS** ‘Joining the Colours’ and whole text. Analysis of named poem.

**KEYWORDS** Soldiers going off to war, how far do you agree, mood, form, structure, language, subject matter.

**INDICATIVE CONTENT**

- Analysis of distinctive features which **might** include: the ways the soldiers are presented; shift from celebratory mood and glamorous presentation to foreboding glimpse of fate; the role of women; ethereal final image.
- Links to other poems **could** include those poems portraying soldiers going off to war in a stirring, patriotic way and/or with a sense of foreboding.
- A counter-argument will **perhaps** look at poems presenting soldiers going off to war in a single rather than an ambiguous mood.

	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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 'Joining the Colours' as capturing the mood of the anthology on the subject of soldiers going off 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 Tynan 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 'Joining the Colours' and other poems in the anthology b) reflect the given view in a limited way c) assert their agreement / disagreement with the given view.
<b>Band 2 11-22</b>	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 'Joining the Colours' as capturing the mood of the anthology on the subject of soldiers going off 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 Tynan 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 'Joining the Colours' and other poems in the anthology b) reflect the given view in a basic way c) simply agree / disagree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry of the anthology b) present relevant responses to the idea of 'Joining the Colours' as capturing the mood of the anthology on the subject of soldiers going off 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 Tynan 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 'Joining the Colours' 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.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of 'Tynan' and the poetry in the anthology b) present relevant, well-informed responses to the idea of 'Joining the Colours' as capturing the mood of the anthology on the subject of soldiers going off 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 Tynan 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 'Joining the Colours' 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**

**06** "This selection shows us only the grim realities of war. There is no hope here."

To what extent do you agree with this view?

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

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

**KEYWORDS** Only grim realities of war, no hope, 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 these poems have been selected to convey the futility **and** poems that reveal contrasting aspects of the selection.

- Supporting poems **might** include poems from a variety of writers describing grim realities and a lack of hope
- A counter-argument **could** be provided by poems referring to aspects of the war other than the grim realities and/or poems that offer some kind of hope
- Candidates will **perhaps** engage with different poetic forms, structures and choices of language.



	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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 grim realities and a lack of hope 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.
<b>Band 2 11-22</b>	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 grim realities and a lack of hope 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.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection b) present relevant responses to the idea of grim realities and a lack of hope 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.
<b>Band 4 35-45</b>	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 grim realities and a lack of hope 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**

**07** Remind yourself of 'The Volunteer' by Herbert Asquith.

To what extent do you agree that Asquith's presentation of the volunteer is typical of poems in this selection that deal with soldiers killed in battle?

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

**FOCUS** 'The Volunteer' and whole selection. Analysis of named poem.

**KEYWORDS** To what extent do you agree, attitude to soldiers killed in battle

**INDICATIVE CONTENT**

- Analysis of distinctive features **might** include: presentation of civilian life vs. battle; presentation of internal life of the clerk/soldier; elegiac tone; poignancy and inspirational imagery of final lines; two-part structure; military imagery and symbolism.
- Links to other poems **could** pick include a variety of poems presenting the death of volunteers in particular and perhaps apparently 'ordinary men' in general, perhaps in a similarly idealised way.
- A counter-argument will **perhaps** look at different presentation of soldiers' deaths, perhaps less idealised and more graphically realistic.

	<b>Assessment Objective 1 (15 marks)</b>	<b>Assessment Objective 2 (15 marks)</b>	<b>Assessment Objective 3 (15 marks)</b>
<b>Assessment Objective</b>	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
<b>Band 1 0-10</b>	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 'The Volunteer' as typical of the selection's attitude to soldiers killed in battle 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 Asquith and other poets shape meaning c) make limited references to poems in the selection.	Candidates characteristically: a) make few links and connections between 'The Volunteer' and other poems in the selection b) reflect the given view in a limited way c) assert their agreement/disagreement with the given view.
<b>Band 2 11-22</b>	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 'The Volunteer' as typical of the selection's attitude to soldiers killed in battle 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 Asquith 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 'The Volunteer' and other poems in the selection b) reflect the given view in a basic way c) simply agree/disagree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection b) present relevant responses to the idea of 'The Volunteer' as typical of the selection's attitude to soldiers killed in battle, 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 Asquith 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 'The Volunteer' 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.
<b>Band 4 35-45</b>	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 'The Volunteer' as typical of the selection's attitude to soldiers killed in battle, 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 Asquith 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 'The Volunteer' and other 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.