



**General Certificate of Education (A-level)  
January 2012**

**English Literature A**

**LTA1B**

**(Specification 2740)**

**Unit 1: Texts in Context**

**Option B: World War One Literature**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 (AOs 1 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 Question 1; 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 an article from *The Whizz Bang*, a monthly newsletter from the Front written and edited by soldiers in the trenches. This edition is dated February, 1916. It is an article in the form of a personal anecdote by a serving soldier eager to receive a letter from his girlfriend at home.

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** Author's account and wider reading

**KEY WORDS** How, present, thoughts and feelings, how far, similar to and different from, writer's choices of form, structure and language

**INDICATIVE CONTENT**

Subject matter: Much for candidates to write about to do with letters and the anticipation of them; subject matter and tone set by the two alternative titles; first person account; language choices that establish an almost light-hearted mood; significant details in the first three paragraphs that establish a sense of depression at the surroundings; change of tone at the end of the third paragraph when the mail arrives; sustained into the fourth paragraph; almost theatrical response to apparent disappointment; close shave experience that leads to more sober reflection; almost comic remonstrating with the photograph; four-paragraph final section to give the ironic twist in the tale; drama of the final recognition and comment.

Form, structure and language: Relatively light, occasional article for a trench magazine may be an unfamiliar form; candidates may discuss letter writing as a form in itself even though not directly represented here; first person anecdote; clear three/four-part structure created around the arrival of the mail; much to say about the shaping as this is a complete article; language choices create sense of insouciance, lethargy and disaffection initially; beginning of paragraph four gives a sketch of trench duty; repetition and parallel structure used to convey the disappointment of no letter apparent; interestingly coy presentation of the loved one; audience directly addressed by the tag 'Yes' and the use of second person at the end.

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

- first person accounts, anecdotes, both genders
- writing about letters/news from the Home Front
- writing about the different moods of war

	<b>Assessment Objective 1</b> <b>(3 marks)</b>	<b>Assessment Objective 2</b> <b>(12 marks)</b>	<b>Assessment Objective 3</b> <b>(3 marks)</b>	<b>Assessment Objective 4</b> <b>(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</b> <b>0-10</b>	Candidates characteristically: a) communicate limited knowledge and understanding of <b>the ways author presents his thoughts and feelings</b> b) make few uses of appropriate terminology or examples to support interpretations of <b>author's account</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in <b>author's account</b> b) assert some aspects with reference to the <b>ways author shapes meaning</b> c) make limited references to <b>author's account</b>	Candidates characteristically: a) ) make few links and connections between <b>author's account</b> and <b>wider reading</b> 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 <b>WW1</b> literature.
<b>Band 2</b> <b>11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of <b>author's account</b> b) make simple use of appropriate terminology or examples to support interpretations of the <b>ways author presents his thoughts and feelings</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) ) identify obvious aspects of form, structure and language in <b>author's account</b> b) describe some aspects with reference to the <b>ways author shapes meaning</b> c) make related references to <b>author's account</b> .	Candidates characteristically: a) make straightforward links and connections between <b>author's account</b> and <b>wider reading</b> texts b) reflect the views expressed in other interpretations of <b>WW1</b> literature in a basic way.	Candidates characteristically: a) communicate some basic understanding of context through descriptions of culture, text type, literary genre or the <b>WW1</b> literature.
<b>Band 3</b> <b>23-34</b>	Candidates characteristically: a) ) communicate relevant knowledge and understanding of <b>author's account</b> b) present relevant responses to <b>the ways author presents his thoughts and feelings</b> , 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 <b>author's account</b> b) explore the <b>ways author</b> uses specific aspects to shape meaning c) use specific references to <b>author's account</b> to support their responses.	Candidates characteristically: a) ) explore links and connections between <b>author's account</b> and <b>wider reading</b> texts b) communicate understanding of the views expressed in different interpretations or readings of <b>WW1</b> literature.	Candidates characteristically: a) communicate understanding of the relationships between <b>author's account, wider reading texts</b> and <b>WW1</b> context. b) comment appropriately on context: the influence of culture, text type, literary genre or historical period on the ways in which <b>WW1</b> literary texts were written and were - and are - received
<b>Band 4</b> <b>35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>author's account</b> with confidence b) present relevant, well-informed responses to the ways <b>author presents her thoughts and feelings</b> , 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 <b>author's account</b> with insight b) confidently explore <b>the ways author uses</b> specific aspects to shape meaning c) show a mastery of detail in their use of specific references to <b>author's account</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>author's account</b> and <b>wider reading</b> texts with confidence b) communicate understanding of the views expressed in different interpretations or readings of <b>WW1</b> literature in a mature, sophisticated manner	Candidates characteristically: a) ) communicate a mature understanding of the relationships between <b>author's account, wider reading texts</b> and the <b>WW1</b> 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 <b>WW1</b> literary texts were written and were - and are – received.

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

02. Brian Gardner, the editor of *Up the Line to Death*, writes in his Introductory Note, “It was not that there had not been horrors in war before; it was that, with only a few exceptions, poets had not been caught up in them.”

To what extent do you agree that this anthology is dominated by poems of horror?

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** To what extent do you agree, dominated, horror

**INDICATIVE CONTENT** To produce a balanced debate, the candidate’s choice of poetry should include **both** poems that support the idea that poems of horror dominate **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 other subjects, themes and moods
- 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 <b>the poetry in the anthology</b> b) make few uses of appropriate terminology or examples to support interpretations of <b>horror in the anthology</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in <b>the poetry in the anthology</b> b) assert some aspects with reference to how the <b>poets in the anthology</b> shape meaning c) make limited references to the <b>poetry in the anthology</b> .	Candidates characteristically: a) make few links and connections between the <b>poems in the anthology</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of <b>the poetry in the anthology</b> b) make simple use of appropriate terminology or examples to support interpretations of <b>horror in the anthology</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in <b>the poetry in the anthology</b> b) describe some aspects with reference to how the <b>poets in the anthology</b> shape meaning c) make related references to the <b>poetry in the anthology</b> .	Candidates characteristically: a) make straightforward links and connections between the <b>poems in the anthology</b> b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>the poetry in the anthology</b> b) present relevant responses to <b>horror in the anthology</b> , 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 <b>the poetry in the anthology</b> b) explore how the poets use specific aspects to shape meaning c) use specific references to <b>the poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between the <b>poems in the anthology</b> b) communicate understanding of the given view c) consider different interpretations of <b>the poetry in the anthology</b> d) construct a balanced debate.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>poetry in the anthology</b> with confidence b) present relevant, well-informed responses to the <b>horror in the anthology</b> , 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 <b>the poetry in the anthology</b> with insight b) confidently explore <b>how the WW1 poets</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references <b>to the poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>the poems in the anthology</b> b) communicate mature understanding of the given view <b>about horror</b> c) consider different interpretations of <b>the poetry in the anthology</b> in a cogent manner d) construct an illuminating debate.



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

- 03.** How far do you agree with the critic who remarked that ‘This Generation’ by Osbert Sitwell, of all the poems in this anthology, best summarises the human cost of World War One?

**FOCUS** ‘This Generation’ and whole text, given view

**KEYWORDS** How far do you agree, best summarises, human cost

**INDICATIVE CONTENT**

- Analysis of distinctive features **might** include: presentation of the generic ‘they’; depiction of a passionate doomed youth; contrast with the pain of their enforced age and death; references to a previous age of ‘folly’ and ‘riches’; the succession of final images- tear, womb, tomb; use of contrasts- death vs love and joy, womb vs tomb.
- Links to other poems **could** pick up the idea of the lost generation and awareness of/sympathy for suffering
- A counter-argument will **perhaps** look at poems that are better summaries in the candidates’ view.

	<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 <b>the poems in the anthology</b> b) make few uses of appropriate terminology or examples to support the idea of <b>'This Generation' as best summary of human cost</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) ) identify few aspects of form, structure and language in the <b>poetry in the anthology</b> b) assert some aspects with reference to how the poets shape meaning c) make limited references to the <b>poetry in the anthology</b> .	Candidates characteristically: a) make few links and connections between <b>'This Generation' and the other poems in the anthology</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of the <b>poetry in the anthology</b> b) make simple use of appropriate terminology or examples to support the idea of <b>'This Generation' as best summary of human cost</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) ) identify obvious aspects of form, structure and language in the <b>poetry in the anthology</b> b) describe some aspects with reference to how the poets shape meaning c) make related references to the <b>poetry in the anthology</b> .	Candidates characteristically: a) make straightforward links and connections between <b>'This Generation' and the other poems in the anthology</b> b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the <b>poetry in the anthology</b> b) present relevant responses to the idea of <b>'This Generation' as best summary of human cost</b> , 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 <b>poetry in the anthology</b> b) explore how the poets use specific aspects to shape meaning c) use specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'This Generation' and the other poems in the anthology</b> b) communicate understanding of the given view c) consider different interpretations of the <b>poetry in the anthology</b> d) construct a balanced debate
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the <b>poetry in the anthology</b> with confidence b) present relevant, well-informed responses to the idea of <b>'This Generation' as best summary of human cost</b> , 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 <b>poetry of the anthology</b> with insight b) confidently explore how the <b>poets in the anthology</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'This Generation' and other poems in the anthology</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of the <b>poetry in the anthology</b> in a cogent manner d) construct an illuminating debate.

### Scars Upon My Heart – ed. Catherine Reilly

04. . ‘....You listen with delight  
To tales of dirt and danger fondly thrilled.  
You crown our distant ardours while we fight,  
And mourn our laurelled memories when we’re killed.’

‘The Glory of Women’ Siegfried Sassoon

To what extent do you agree that *Scars Upon My Heart* confirms Sassoon’s accusation that women can only glorify men at war?

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** To what extent, confirms, accusations, only, glorify, men at war

#### INDICATIVE CONTENT

To produce a balanced debate, the candidate’s choice of poetry should include **both** poems that support the idea that women only glorify men at war **and** poems that reveal contrasting aspects of the anthology.

- Supporting poems **might** include patriotic verse, elegies, poems that portray men as heroes, poems that exaggerate response to male suffering
- A counter-argument **could** be provided by references to more realistic, informed views of men, poems that present other views of men
- 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 <b>the poetry in the anthology</b> b) make few uses of appropriate terminology or examples to support interpretations of <b>the glorification of men at war</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) ) identify few aspects of form, structure and language in the <b>poetry in the anthology</b> b) assert some aspects with reference to how the <b>poets in the anthology</b> shape meaning c) make limited references to the <b>poetry in the anthology</b>	Candidates characteristically: a) make few links and connections between the <b>poems in the anthology</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of the <b>poems in the anthology</b> b) make simple use of appropriate terminology or examples to support interpretations of <b>the glorification of men at war</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the <b>poetry in the anthology</b> b) describe some aspects with reference to how the <b>poets in the anthology</b> shape meaning c) make related references to the <b>poetry in the anthology</b> .	Candidates characteristically: (a) explore links and connections between the <b>poems in the anthology</b> b) communicate understanding of the given view c) consider different interpretations of the <b>poetry in the anthology</b> d) construct a balanced debate
<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 <b>the glorification of men at war</b> , 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 <b>poetry in the anthology</b> b) explore how the <b>poets in the anthology</b> use specific aspects to shape meaning c) use specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>the poems in the anthology</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of <b>the poetry in the anthology</b> in a cogent manner d) construct an illuminating debate.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>poems in the anthology</b> with confidence b) present relevant, well-informed responses to <b>the glorification of men at war</b> , 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 <b>the poems in the anthology</b> with insight b) confidently explore how <b>the poets in the anthology</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>the poems in the anthology</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of <b>the poetry in the anthology</b> in a cogent manner d) construct an illuminating debate.

**Scars Upon My Heart – ed. Catherine Reilly**

- 05.** How far do you agree that 'In Time of War' by Lesbia Thanet is a poem of central importance in this anthology?

**FOCUS** 'In Time of War' and whole text. Analysis of named poem.

**KEYWORDS** How far do you agree, a poem of central importance

**INDICATIVE CONTENT**

- Analysis of distinctive features which **might** include: the generic, indirect title; contrasts created by the two stanza structure; use of contrast; change of tone; first person; rhetorical flourishes such as the brackets, the dash before the last line of the first stanza, the use direct speech and elaborately formal speech; abrupt change of tone at the beginning of the second stanza and the breakdown of the brave face, replaced by passionate desperation; capitalisation of You; repetition and exclamations at the end.
- Links to other poems **could** pick up on passionate romantic poetry, direct addresses to loved ones, expressions of bravery and fear, generic scenarios.
- A counter-argument will **perhaps** look at the named poem as less significant perhaps because it is short and highly personalised; candidates may look at poems they consider more important.

	<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 <b>poetry in the anthology</b> b) make few uses of appropriate terminology or examples to support the <b>idea of 'In Time of War' as a poem of central importance</b> c) attempt to communicate meaning by using inaccurate language	Candidates characteristically: a) identify few aspects of form, structure and language in the <b>poetry in the anthology</b> b) assert some aspects with reference to how <b>Thanet and the other poets in the anthology shape meaning</b> c) make limited references to the <b>poetry in the anthology</b>	Candidates characteristically: a) make few links and connections between <b>'In Time of War' and other poems in the anthology</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of the <b>poetry in the anthology</b> b) make simple use of appropriate terminology or examples to support the <b>idea of 'In Time of War' as a poem of central importance</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the <b>poetry of the anthology</b> b) describe some aspects with reference to how <b>Thanet and the other poets shape meaning</b> c) make related references to the <b>poetry in the anthology</b> .	Candidates characteristically: a) make straightforward links and connections between <b>'in Time of War' and other poems in the anthology</b> b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of the <b>poetry of the anthology</b> b) present relevant responses to the <b>'In Time of War' as a poem of central importance</b> 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 <b>poetry of the anthology</b> b) explore how <b>Thanet and the other poets in the anthology</b> use specific aspects to shape meaning c) use specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'in Time of War' and other poems in the anthology</b> b) communicate understanding of the given view c) consider different interpretations of the <b>poems in the anthology</b> d) construct a balanced debate.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>the poetry in the anthology</b> b) present relevant, well-informed responses to the <b>idea of 'In Time of War' as a poem of central importance</b> 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 <b>poetry in the anthology</b> with insight b) confidently explore how <b>Thanet and other poets in the anthology</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to the <b>poetry in the anthology</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'In Time of War' and other poems in the anthology</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of the <b>poetry in the anthology</b> in a cogent manner d) construct an illuminating debate.

### War Poetry – ed. Jon Stallworthy

06. In his introduction to *The Oxford Book of War Poetry*, Jon Stallworthy describes war as 'a brutal business'.

How far is it true to say that the poems in this selection are preoccupied with the brutality of war?

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** How far, true to say, preoccupied, brutality of war

### INDICATIVE CONTENT

To produce a balanced debate, the candidate's choice of poetry should include **both** poems that support the idea that these poems are preoccupied with the brutality of war **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 patriotic, naïve poetry or less graphic, even lyrical poetry from a whole range of writers, even those who can write about brutality
- 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 <b>the poetry in the selection</b> b) make few uses of appropriate terminology or examples to support interpretations of <b>the idea of brutality in the selection</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in <b>the poetry in the selection</b> b) assert some aspects with reference to how the <b>poets in the selection</b> shape meaning c) make limited references to the <b>poetry in the selection</b>	Candidates characteristically: a) make few links and connections between <b>poems in the selection</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of the <b>poetry in the selection</b> b) make simple use of appropriate terminology or examples to support interpretations of <b>the idea of brutality in the poetry selection</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in the <b>poetry in the selection</b> b) describe some aspects with reference to how the <b>poets in the selection</b> shape meaning c) make related references to the <b>poetry in the selection</b> .	Candidates characteristically: a) make straightforward links and connections between the <b>poems in the selection</b> b) reflect the given view in a basic way c) agree with the given view.
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>the poetry in the selection</b> b) present relevant responses to <b>the idea of brutality</b> 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 <b>poetry in the selection</b> b) explore how <b>the poets in the selection</b> use specific aspects to shape meaning c) use specific references to the <b>poetry in the selection</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>poems in the selection</b> b) communicate understanding of the given view c) consider different interpretations of <b>poems in the selection</b> d) construct a balanced debate.
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>the poetry in the selection</b> with confidence b) present relevant, well-informed responses to the <b>idea of brutality in the poetry</b> , 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 <b>poetry in this selection</b> with insight b) confidently explore how the <b>poets in the selection</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to <b>the poetry in the selection</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>poems in the selection</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of <b>poems in the selection</b> in a cogent manner d) construct an illuminating debate.



### War Poetry – ed. Jon Stallworthy

**07** The selection begins with two of Hardy's poems: 'Men Who March Away' and 'In Time of *The Breaking of Nations*'.

To what extent do you agree that these two poems form an appropriate introduction to this selection?

**FOCUS** 'Men Who March Away' and 'In Time of *The Breaking of Nations*' and other linked poems from selection. Analysis of named poems.

**KEYWORDS** To what extent do you agree, appropriate introduction

#### INDICATIVE CONTENT

- Analysis of distinctive features **might** include: 'Men Who March Away'- song-like tone and structure; use of first person plural; rhetorical features such as questions, the use of 'O', unusual syntax and word choices; repeated refrains; inspiring connotative word choices; assertions about Victory; 'In Time of *The Breaking of Nations*'- allusive, generic title; sparse, concise style; timeless images of unchanging rural life; three stanza structure; very different tone to the first poem
- Links to other poems **could** pick up on the patriotic, naïve tone of the first poem and its song-like style and structure. The second poem could be linked to other poems about the Home Front and the passage of time.
- A counter-argument will **perhaps** look at more realistic poetry than the first poem with contrasting attitudes to the extent of the conflict. The second poem can be contrasted with front line poems of action preoccupied with the current time, perhaps contrasted with poems that present the war as one that will change things forever.

	<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 <b>poems in the selection</b> b) make few uses of appropriate terminology or examples to support the <b>idea of 'Men Who March Away' and 'In Time of The Breaking of Nations' as an appropriate introduction</b> c) attempt to communicate meaning by using inaccurate language.	Candidates characteristically: a) identify few aspects of form, structure and language in the <b>poems in the selection</b> b) assert some aspects with reference to how <b>Hardy and other poets</b> shape meaning c) make limited references to <b>poems in the selection</b> .	Candidates characteristically: a) make few links and connections between <b>'Men Who March Away' and 'In Time of The Breaking of Nations' and other poems in the selection</b> b) reflect the given view in a limited way c) assert their agreement with the given view.
<b>Band 2 11-22</b>	Candidates characteristically: a) communicate some basic knowledge and understanding of the <b>poetry in the selection</b> b) make simple use of appropriate terminology or examples to support the idea of the <b>idea of 'Men Who March Away' and 'In Time of The Breaking of Nations' as an appropriate introduction</b> c) communicate meaning using straightforward language.	Candidates characteristically: a) identify obvious aspects of form, structure and language in <b>poems in the selection</b> b) describe some aspects with reference to how <b>Hardy and other poets</b> in the selection shape meaning c) make related references to the <b>poetry in the selection</b> .	Candidates characteristically: a) make straightforward links and connections between <b>'Men Who March Away' and 'In Time of The Breaking of Nations' and other poems in the selection</b> b) reflect the given view in a basic way c) agree with the given view
<b>Band 3 23-34</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>poetry in the selection</b> b) present relevant responses to the <b>idea of 'Men Who March Away' and 'In Time of The Breaking of Nations' as an appropriate introduction</b> , 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 <b>poetry in the selection</b> b) explore how <b>Hardy and other poets</b> use specific aspects to shape meaning c) use specific references to <b>poems in the selection</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'Men Who March Away' and 'In Time of The Breaking of Nations' and other poems in the selection</b> b) communicate understanding of the given view c) consider different interpretations of <b>poems in the selection</b> d) construct a balanced debate
<b>Band 4 35-45</b>	Candidates characteristically: a) communicate relevant knowledge and understanding of <b>the poetry in the selection</b> with confidence b) present relevant, well-informed responses to the <b>idea of 'Men Who March Away' and 'In Time of The Breaking of Nations' as an appropriate introduction</b> , 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 <b>in the poetry in the selection</b> with insight b) confidently explore how <b>Hardy and the other poets in the selection</b> use specific aspects to shape meaning c) show a mastery of detail in their use of specific references to <b>the poetry in the selection</b> to support their responses.	Candidates characteristically: a) explore links and connections between <b>'Men Who March Away' and 'In Time of The Breaking of Nations' and other poems in the selection</b> with confidence b) communicate mature understanding of the given view c) consider different interpretations of <b>poems in the selection</b> in a cogent manner d) construct an illuminating debate.