**General Certificate of Education (A-level)
June 2011**

English Literature A   **LTA1B**

(Specification 2740)

Unit 1: Texts in Context

Option B: World War One Literature

Post-Standardisation

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation 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.

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.

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	6	6
AO2	9	9
AO3	4	**8**
AO4	**18**	
Overall weighting of units (%)	37	23

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

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

01. Read the following extract carefully. It is taken from *War Letters to a Wife* by Lt.-Col. Rowland Feilding (1871 – 1945).published in 1929. In this extract Feilding describes the life of soldiers in the trenches and compares their attitudes with some of those on the Home Front.

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 Feilding's account and wider reading. Analysis of account

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

INDICATIVE CONTENT
Subject matter: personal account of Feilding's views on servicemen as models of hard work and a sense of duty; initially straightforward account of trench life, feelings of sympathy for soldiers and respect at their stoicism; giving way to anger at those on the Home Front whose attitude is lacking, in Feilding's view.

Form, structure and language: Part of volume entitled letters but as much a journal or memoir; autobiographical genre; declarative sentences build a detailed picture of deprivations; semi-colons add climatic clauses; direct address to reader in the third paragraph signals a change in mood and focus; direct speech to illustrate stoicism adds dramatic emphasis; last sentence of third paragraph signals beginning of an angry section about some groups on the Home Front; ends with poignant image of relatively contented Tommy.

Possible links to wider reading - candidate to find links in terms of both similarity and difference with wider reading:
• first person accounts, autobiographies, memoirs, both genders
• writing about the deprivations of ordinary soldiers
• accounts of feelings towards those on the Home Front.

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

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

02. 'Above all, these poems are preoccupied with loss.'

To what extent do you agree with this view of *Up the Line to Death*?

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 Above all, preoccupied, loss, to what extent do you agree

INDICATIVE CONTENT
To produce a balanced debate, the candidate's choice of poetry should include both poems that support the idea that the anthology is preoccupied with loss **and** poems that reveal contrasting aspects of the anthology.

- supporting poems **might** include poems from a variety of writers describing experiences and/or reflecting on loss of various kinds.
- the counter-argument **could** be provided by poems referring to other predominant emotions and moods
- candidates will **perhaps** engage with different poetic forms, moods and voices.

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

Up the Line to Death – ed. Brian Gardner

03 How far do you agree that it is inappropriate to include 'Returning, we hear the Lark's by Isaac Rosenberg in the section entitled 'Death's Kingdom'?

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

FOCUS   'Returning, we hear the Larks' and whole text. Analysis of named poem.

KEYWORDS How far do you agree, appropriate to include, section, 'Death's Kingdom', form structure, language, subject matter.

INDICATIVE CONTENT

- analysis of distinctive features **might** include: initial mood and setting; the exclamation in response to the larks; the use of imagery and symbolism; the ambiguities of the last stanza
- links to other poems **could** pick up aspects of the poems that are in 'Death's Kingdom' and possible links between the poem and the other poems in 'Death's Kingdom' etc.
- the counter-argument will **perhaps** look at aspects of this poem that question the appropriateness of including the poem in this section

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	**AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression**	**AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts**	**AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers**
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poems in the anthology b) make few uses of appropriate terminology or examples to support the idea of the appropriateness of including 'Returning, We Hear the Larks' in 'Death's Kingdom' 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 Rosenberg and other poets shape meaning c) make limited references to the poetry in the anthology.	Candidates characteristically: a) make few links and connections between 'Returning, We Hear the Larks' and other poems in 'Death's Kingdom' or elsewhere in the anthology b) reflect the given view in a limited way c) assert their agreement/ disagreement with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the anthology b) make simple use of appropriate terminology or examples to support the idea of the appropriateness of including 'Returning, We Hear the Larks' in 'Death's Kingdom' 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 Rosenberg and other poets shape meaning c) make related references to the poetry in the anthology.	Candidates characteristically: a) make straightforward links and connections between 'Returning, We Hear the Larks' and other poems in 'Death's Kingdom' or elsewhere in the anthology b) reflect the given view in a basic way c) simply agree/disagree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology b) present relevant responses to the idea of the appropriateness of including 'Returning, We Hear the Larks' in 'Death's Kingdom' 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 Rosenberg and other poets use specific aspects to shape meaning c) use specific references to the poetry in the anthology to support their responses.	Candidates characteristically: a) explore links and connections between 'Returning, We Hear the Larks' and other poems in 'Death's Kingdom' or elsewhere in the anthology b) communicate understanding of the given view c) consider different interpretations of the poetry in the anthology d) construct an increasingly balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the anthology with confidence b) present relevant, well-informed responses to the idea the appropriateness of including 'Returning, We Hear the Larks' in 'Death's Kingdom' 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 Rosenberg 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 'Returning, We Hear the Larks' and other poems in 'Death's Kingdom' or poems elsewhere 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. The anger that often characterises World War One poems written by men is completely missing here.'

To what extent do you agree with this view of *Scars Upon My Heart*?

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

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

KEYWORDS Anger, often characterises, World War One poems written by men, completely missing here, to what extent, do you agree

INDICATIVE CONTENT
To produce a balanced debate, the candidate's choice of poetry should include both poems that support the idea that the anger that often characterises World War One poems written by men is missing here **and** poems that reveal contrasting views of the poetry in the anthology.
- supporting poems **might** include poetry from a range of writers showing the absence of anger in favour of other emotions
- a counter-argument **could** be provided by considering poems that do reveal anger towards the war
- candidates will **perhaps** engage with different poetic forms, structures and choices of language.

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

Scars Upon My Heart – ed. Catherine Reilly

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

How far do you agree that this poem is of central importance in the anthology?

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

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

KEYWORDS How far do you agree, central importance, form, structure, language, subject matter.

INDICATIVE CONTENT
*   analysis of distinctive features which **might** include: the title; repetition and parallel structure of various kinds; the use of the second person; the use of refrains; the persistent use of staccato questions; the use of colloquial terms and euphemisms
*   links to other poems **could** refer to other poems of patriotism or jingoism, possibly encouraging volunteering
*   a counter-argument will **perhaps** look at the poem as one of a lesser importance and/or suggest others of more central importance.

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

War Poetry – ed. Jon Stallworthy

06. To what extent would you agree that the poems by women in this selection present significantly different views to those written by men?

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 poems/whole text. Exploration of given view by surveying anthology

KEYWORDS To what extent would you agree, poems by women, significantly different view, written by men

INDICATIVE CONTENT
To produce a balanced debate, the candidate's choice of poetry should include **both** poems that support the idea that poems written by women represent a significantly different view **and** poems that reveal contrasting aspects of the selection.

- supporting poems **might** include poetry from a range of poetry by men who, candidates might argue, represent a significantly different view.
- a counter-argument **could** be provided by links between the two poems by women and the other poems in the selection
- candidates will **perhaps** engage with different poetic forms, structures and choices of language.

	Assessment Objective 1 (15 marks)	Assessment Objective 2 (15 marks)	Assessment Objective 3 (15 marks)
Assessment Objective	**AO1: Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression**	**AO2: Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts**	**AO3: Explore connections and comparisons between different literary texts, informed by interpretations of other readers**
Band 1 0-10	Candidates characteristically: a) communicate limited knowledge and understanding of the poetry in the selection b) make few uses of appropriate terminology or examples to support interpretations of the idea that the two poems written by women represent a significantly different view to that of the men 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 with the given view.
Band 2 11-22	Candidates characteristically: a) communicate some basic knowledge and understanding of the poetry in the selection b) make simple use of appropriate terminology or examples to support interpretations of the idea that the two poems written by women represent a significantly different view to that of the men 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) agree with the given view.
Band 3 23-34	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection b) present relevant responses to the idea that the two poems written by women represent a significantly different view to that of the men 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 a balanced debate.
Band 4 35-45	Candidates characteristically: a) communicate relevant knowledge and understanding of the poetry in the selection with confidence b) present relevant, well-informed responses to the idea that the two poems written by women represent a significantly different view to that of the men 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 'An Irish Airman Foresees His Death' by W.B. Yeats.

How far do you agree that the attitudes presented in this poem are at odds with those found elsewhere in the selection?

In your answer you should consider form, structure and language, as well as subject matter.
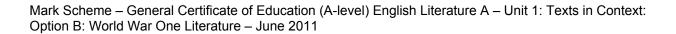
FOCUS   'An Irish Airman Foresees His Death' and other linked poems from selection. Analysis of named poem.
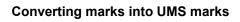
KEYWORDS   How far do you agree, attitudes presented, at odds, other poems, form, structure and language, subject matter

INDICATIVE CONTENT
- analysis of distinctive features **might** include: the first person voice and how it contributes to the mood of the poem; the use of repetition, parallel structure and contrast; the unsentimental view of country and duty vs 'the lonely impulse of delight'; the impact of the ending; the use of verse form and caesurae
- links to other poems **could** look at poems with arguably different subject matter, voice, tone, verse form, etc.
- A counter-argument will **perhaps** look at poems with arguably similar subject matter, voice, tone, verse form, etc.

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

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by visiting the link below

UMS Conversion Calculator www.aqa.org.uk/umsconversion