

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant terminology where appropriate.

AO1: Read, understand and respond to texts: maintain a critical style; develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.

Level 6 (18–20 marks)

Sustained critical style in an informed personal response to both text and task

- Detailed and sensitive analysis of writer's use of language, form and structure to create meanings and effects (AO2)
- Consistently effective use of relevant subject terminology (AO2)

Sustains a coherent critical style in an informed personal response to the text showing consistently perceptive understanding (AO1)

- Textual references and quotations are precise, pertinent and skilfully interwoven (AO1)
- Achieves a sustained, interwoven comparison of texts

Level 5 (15–17 marks)

Convincing critical style in a well-developed personal response to both text and task

- Thoughtful examination of writer's use of language, form and structure to create meanings and effects (AO2)
- Good use of relevant subject terminology (AO2)
- Maintains a convincing critical style in a well-developed personal response to the text showing some insightful understanding (AO1)
- Textual references and quotations are well-selected and fully integrated (AO1)
- Achieves a sustained comparison of texts

Level 4 (11–14 marks)

Credible critical style in a detailed personal response to both text and task

- Some analytical comments on writer's use of language, form and structure to create meanings and effects (AO2)
- Competent use of relevant subject terminology (AO2)
- Demonstrates some critical style in a detailed personal response to the text showing clear understanding (AO1)
- Relevant textual references and quotations are selected to support the response (AO1)
- Develops some key points of comparison between texts

Level 3 (7–10 marks)

A reasonably developed personal response to both text and task

- Reasonable explanation of writer's use of language, form and structure to create meanings and effects (AO2)
- Some use of relevant subject terminology (AO2)
- Develops a reasonably detailed personal response to the text showing understanding (AO1)
- Uses some relevant textual references and quotations to support the response (AO1)
- Makes some explicit, relevant comparisons between texts

Level 2 (4–6 marks)

A straightforward personal response to both text and task

- Simple comments on writer's use of language, form or structure (AO2)
- Limited use of subject terminology (AO2)
- Begins to develop a straightforward personal response to the text showing some understanding (AO1)
- Gives some relevant support from the text (AO1)
- Some identification of key links between texts

Level 1 (1–3 marks)

A basic response to both text and task

- A little awareness of language, form or structure (AO2)
- Very little use of subject terminology (AO2)
- Makes a few relevant comments about the text (AO1)
- Makes limited references to the text (AO1)
- Limited, if any, attempt to make obvious links between texts

Compare the presentation of ideas about youth and war in the following two poems.

You should consider:

- Ideas and attitudes in each poem
- Tone and atmosphere in each poem
- The effects of the language and structure used.

- *Has the student written a strong point?*
- *AO1 - has the student used **quotes** and given a personal response?*
- *AO2 - has the student analysed language, form and/or structure and discussed the effects?*

Contrastingly, Owen has a solemn tone towards war. The title '**Anthem for Doomed Youth**' gives the readers the impression that they are about to hear a formal musical item. However, we are led by the poet into a battlefield to hear the sounds of war, rather than the music of a memorial service. The assonance used in '**youth**' and '**doomed**' gives the title an ominous tone. Throughout the poem, Owen draws the comparison of religious funeral rituals and ceremonies with the actuality of death for a soldier on the battlefield. For example, in from lines 5-7, it shows that in battlefields, the overall impression would be harsh and discordant making listeners wince. This is why the choirs are described as '**shrill**' and '**demented**' – it is a mad and horrific cacophony of sound. Just as the bullets pray, the shells grieve in their '**wailing**'. This develops the idea of the noise of battlefield, as the guns and shells build up together to create a disorienting mix of sounds. Here it addresses the inadequacy of religion's response to this mass deaths, as their prayers and bells that usually suffice are nothing but '**mockeries**' to these soldiers. Throughout the poem, Owen creates a solemn and grieving tone from the emphasis on the futility and inadequacy of religion in response to such horror during the war.

- Has the student written a strong point?
- AO1 - has the student used quotes and given a personal response?
- AO2 - has the student analysed language, form and/or structure and discussed the effects?

Both poems use rhetorical questions to present their ideas about youth and war in the poems.

Pope uses rhetorical questions frequently to provoke readers' thoughts on joining the war. The line 'Who'll give his country a hand?' makes the act seem very easy and trivial, as if it was like doing a friend a simple favour. The phrase 'Who'll toe the line for the signal to "Go!"?' further presents war as a game, simple and playful. Her overly optimistic opinion of soldiers 'com(ing) back with a crutch' highlights her ignorance of serious injuries suffered by soldiers at war, illustrating her opinion that coming back with victory is glorious, which is better than opposing to war and violence.

- Has the student written a strong point?
- AO1 - has the student used quotes and given a personal response?
- AO2 - has the student analysed language, form and/or structure and discussed the effects?

Similarly, Owen uses rhetorical questions to provoke readers' thoughts too. The poem opens with a question asking what signal will be sounded to mark the death, the 'passing' of the soldiers. The manner of their death is being compared to the mass slaughter of animals, which provokes readers' thoughts on the futility and inhumane deaths of war. The second rhetorical question 'What candles may be held to speed them all?' in the second stanza shifts the poem's focus. He now develops the idea of comparing a right and fitting death to a death in war – without ceremony, without traditional rites and without dignity. This idea is developed in line 12, where soldiers will not have a 'pall' placed over their coffin and may never have a proper burial. They will not be transported home for their funeral and the absent pall is metaphorically replaced with the grief of 'girls' at home. The funeral custom of 'drawing down of blinds' will not occur to the soldiers. Instead of the blinds being drawn around a dead person, the soldiers lying dead on the battlefield would simply have the day draw to a close. 'Dusk' would come naturally, darkening the place where they lay, suggesting the lack of ceremonial traditions to honour those who died in war. The alliteration of 'd' in 'dusk' 'drawing' and 'down' emphasises the atmosphere of dull stillness – death.

- Has the student written a strong point?
- AO1 - has the student used quotes and given a personal response?
- AO2 - has the student analysed language, form and/or structure and discussed the effects?

Both poems use a regular structure to present their ideas about youth and war in poems.

Pope uses a regular rhyme scheme and rhythm throughout the poem, ABAB. There are 4 stanzas and each has 4 lines. The regularity of this poem suggests that war is just like a game, such as a football match, with strict but simple rules. This reinforces the metaphor of the war being just like a game, easy and lighthearted, emphasises on the poet's patriotic and jingoistic opinion about war.

- Has the student written a strong point?
- AO1 - has the student used quotes and given a personal response?
- AO2 - has the student analysed language, form and/or structure and discussed the effects?

Owen uses a regular structure as well. This is a sonnet, a 14-line formal poem. It has a strict pattern of rhythm and rhyme. As in the case with Elizabethan sonnets, this poem has ten syllables of iambic pentameter. There are two sections, an octet and a sestet, each beginning with a question that the remainder of the section answers. The octet is dominated by the sound of battle. The sestet is characterised by muted grief. Linking the two sections together is like the sound a bugle can produce. By using a sonnet for the structure of this poem introduces a touch of irony. This is because the conventional function of the sonnet is love, instead, this poem is about war, with young soldiers having to spend their time in trenches. This suggests that their lives are wasted, and overall, the lives of their loved ones at home are also ruined.

- *Use the criteria to level this response.*
- *How many marks would you give it out of 20?*
- *How could you improve the response?*