



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

GCE English Literature

Specification A

Unit 6

Approaches to Planning

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There follow two plans produced by candidates in response to the June 2002/2003 examination of Unit 6. These examples are intended to be neither exhaustive nor prescriptive, but are offered as examples of one method of planning a response.

Plan – Unit 6, Question 1(b) Summer 2002

Text Title	Language, form and structure	Writers thoughts and feelings	Influence of Time	Gender	X-Ref/Other Source	Wider Reading	How Typical?
A Dead Boche (B)	First person narrative The poet's own voice 2 stanzas Almost a 'report' factual	Reports that "war is hell" but no obvious feelings about the dead soldier Disgust?	Middle of the war. Reality perhaps hitting home	A male view. Both the dead soldier and the poet ownership	E – but different ways of getting to the same message	Owen's Poems <i>Birdsong</i> <i>Dead Mans Dump</i>	Typical of views later <u>But</u> 2 views already in this poem
The Soldier (C)	Sonnet form standard rhyme scheme Lyrical, romantic language First person narrative	That death in war is glorious and patriotic But, the expectation is not to die: "if"	Early in the war. A glorious death to be aspired to English values have to be preserved	Male soldier poet also a soldier	B – total contrast D – total contrast	Jesse Pope <i>Arms and the Man</i>	Typical of views early in the war
Letter from Vera Brittain (D)	Short, controlled sentences, prose Descriptive, sometimes scientific "sterilised" "microscopic" Reverence	"It was terrible" "The honor of war, without its glory" Detached view Elevation of Roland as hero	Middle of war. Soldiers still seen as heroes and <u>gods</u> <u>But</u> reality of death apparent	Female, but detached. Advising brother	E C – Heroes "God like qualities?"	<i>Birdsong</i> <i>Regeneration</i>	Not very as VB SO different to other women at time. Reflects change in women's role
Oh what a Lovely War (E)	Satirical play Black comedy Songs Pictures	Farcical Anti-war Officers seen as stupid Aims to shock	After the end of war so humour is acceptable. <u>But</u> the 12 years time-gap makes sure that it's in people's memory	Female and male views Author female	B D Total contrast to C	Other Plays: <i>Journey's End</i> <i>Arms and the Man</i> <i>Memories</i>	Not typical in language/form. Views of anit-war typical of later writing

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Blackadder Goes Forth (B)	Play Humour but black humour understatement Irony Funny at first, then sad	Satire of what soldiers may have felt Too young for death Shocking innocence but knowledge too	Late twentieth century view of war written for a TV audience Relies on what we know about WW1	Two male writers	C Especially Major H's view D – the bird at the end	<i>Birdsong</i> Trenches bit <i>Oh What a Lovely War</i> (Satire) <i>Journey's End</i>	Not typical in that humour is used. But views as anti-war are typical
The Ghost Road (C)	3 rd person narrative views of all of the participants seen as different No dominant view	Different views of war Halletts' that war is worth it Silent mother and relief of nurse	Late twentieth century Focus on the casualties of the war	Female writer Multiple view points	B – ref time of composition a C20 view D – A woman's view of war but different	<i>Birdsong</i> <i>Wounded</i> Owen's poems	Typical in theme Typical views expressed by some, but not other characters
There Will Come Soft Rain (D)	Rhyming couplets Alliteration dominates simple structure contrasts with views expressed	That nature is not aware of war That for nature war is not important	During the war? "when it's done"	Female American Distant from realities? Woman's view?	B – Nature uncaring C – total contrast	<i>The Darkling</i> <i>Thrush?</i> <i>Arms and the Man</i> <i>Testament of Youth</i>	Not typical at all Focus on nature/mankind not war