

# English Literature Paper 2, Section B: Conflict Poetry

**AO1: Analyse and interpret information**

**AO2: Analyse language, form and structure**

**AO3: Context**

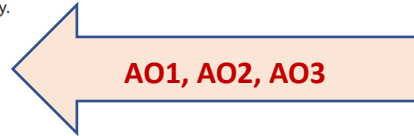
9 Re-read *War Photographer*. Choose **one** other poem from the *Conflict* anthology.

Compare how powerful images are presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 9 = 20 marks)



## Key Vocabulary

Specific to the poems	Transferable
Romanticism Enlightenment Internal Conflict Imagery Parental conflict Manipulate Propaganda Indoctrinate	Identity Prejudice Society Gender Class Context

## AO1: Analyse and interpret information

- Selecting quotations
- linking ideas together
- interpreting the text
- Exploring overall messages/ meanings
- Character Motivation

## AO2: Analyse language, form and structure

Language analysis  
 structure and form  
 accurate use of terminologies

## AO3: Context

- How the background to the poet impacts the poems' meanings
- Link specific quotations to ideas about society at the time.

Language	Structure	Form
Simile Metaphor Personification Dehumanising Oxymoron Euphemism Allusion Semantic Field	Repetition Contrasts between characters Juxtaposition How ideas change/ develop Sentence structures Declaratives Imperatives Asyndetic listing Syndetic listing	Purple Prose Dialogue Past tense Present tense Future tense Active voice Passive voice Epistolary
<u>The Word classes:</u> Noun Verb Adjective Adverb Personal Pronoun Collective Pronoun Preposition/ Prepositional Phrase		

## Pre- Teaching:

### Propaganda and futility of war

In contrast to many poems at the time that glorified war and fighting for one's country, Owen's poems typically depict war in a harsh light, in order to demonstrate how horrific and futile it is. 'Exposure', in this sense, is no different. His bleak and shockingly realistic portrayal of the soldier's experiences (in this case caused by both the opposition and the forces of nature) forms a stark contrast to general public opinions at the time.

### Class in Liverpool

Despite the wartime attitude of 'everyone being in it together', post war Britain was still intensely divided in terms of class. There was still a large wealth gap between those belonging to the working class, and those belonging to the upper and middle classes.

The Magazine 'Voices' was exclusively published poets from working class backgrounds who were not professional poets and were without literary reputation. People who wrote for it typically focussed on their everyday experiences in life. However, a lot of literary voices were critical of the publication, claiming that the poets and poems featured had no literary merit.

### Romanticism:

During the Enlightenment, Science made radical discoveries (e.g. Darwin's theory of evolution) which challenged the existence of God.

The Romantic Period, was a period which focused on the beauty of nature and the power of religion.

Romantics believed nature possessed a healing power.

It was an artistic, literary, musical, cultural and intellectual movement that originated in Europe in the latter half of the 18th Century, peaking in the mid-19th Century. Romanticism is characterised by its emphasis on emotions - glorifying nature and past events - memories and settings are often imaginatively described using vivid imagery

## Background

### Origins of Agard & Zephaniah

**John Agard** was born in British Guiana (now Guyana) in 1949 to a Guianese father and a Portuguese mother, so he is of mixed race. When he moved to England in 1977, he was very angry at being referred to by the offensive, derogatory term 'half-caste', so he often targets this subject in his poetry. Agard is an actor and playwright as well as a poet, and his poetry is generally meant to be performed.

**Benjamin Zephaniah** - Born in 1958 and raised in Handsworth, Birmingham, which he called the 'Jamaican capital of Europe'.

- As a child, he suffered from abuse based on the racial stereotyping prevalent in the 1960s and 70s. He also suffered racial abuse on the terraces of his beloved Aston Villa football team. He was dyslexic and was sent to an approved school but left at 13 unable to read or write. He later spent some time in jail for burglary.

### Common links/ ideas across the play:

**Women are largely subjugated and silenced-** *Cousin Kate* - Although some laws had changed since the Georgian/ Regency eras, much of the power in love and courtship remained with men. Men were largely free to act as they liked outside of marriage, whilst women were expected to exhibit chaste behaviour. Women with children who were unmarried were regarded as 'fallen.' It is interesting to note in that Rossetti volunteered for a charity for fallen women from 1859, which likely influenced the subject matter of the poem.

**The role of parents-** The ways that mothers treat, and impart expectations, on their daughters impacts upon the extent to which they can challenge society's expectations.

**Maternal Love** - Poppies and Catrin explores the persisting strength and durability of the maternal love, in the face of ceaseless conflict. This conflict seems to be unavoidable, and has a notable effect on both the parent and the offspring..

**The Sublime healing power of nature-** Nature is shown to have powerful, healing properties. It also serves as the opposite to scientific enlightenment. Linking to Extract from the Prelude.

**The arrogance of Man-** Extract and A Poison tree presents a warning about the dangers of a quest of knowledge, wisdom and anger.

## Allusions and References:

<u>Read</u>	<u>Allusions</u>
<p data-bbox="107 237 1160 336"><u>The Boer War –</u> A war in South Africa between British soldiers and Dutch farmers over land, the value of which was high due to the diamonds that could be found there.</p> <p data-bbox="107 416 1182 592"><u>Old Testament:</u> Story from the Old Testament about King Sennacherib (King of Assyria), who attempted to capture Jerusalem. The Old Testament itself deals with the idea of a vengeful God, one who punishes those who go against him [the New Testament focuses on forgiveness and redemption].</p> <p data-bbox="107 671 1189 879"><u>Battle of Balaklava –</u> The Battle of Balaklava took place during the Crimean War (1854-56) on 25 October 1854. It witnessed one of the most famous acts of battlefield bravery, the Thin Red Line, and one of the most infamous blunders in military history, the Charge of the Light Brigade. The Russian commander, General Pavel Liprandi, started the battle by launching an assault to the north-east of Balaklava.</p> <p data-bbox="107 919 1189 1094">His forces seized a series of Turkish positions on the heights overlooking the road between Balaklava and the Allied siege lines at Sevastopol. At the same time, they took several British naval guns positioned on the high ground. In response, the British commander, Field Marshal Lord Raglan, ordered some of the troops attacking Sevastopol to leave their lines and support the outnumbered defenders.</p> <p data-bbox="107 1134 1160 1453"><u>The Troubles:</u> The clash between the Republican supporters and the police, Belfast Confetti highlights the panic that an innocent civilian caught up in ‘The Troubles’ would feel, as well as the paranoia of the police who would not know which members of the Catholic community were supporters of the IRA. The main cause of ‘The Troubles’ is the clash between Protestants and Catholics over whether Northern Ireland should remain in part of Great Britain or become a part of the Republic of Ireland. The main violence stemmed from the 1970s through to 1996, where the ‘Good Friday Agreement’ led to a ceasefire that has been maintained since.</p>	<p data-bbox="1216 317 2168 580"><u>The Bible- Genesis –</u> The Garden of Eden story from the Bible has a few allusions throughout the story. Adam and Eve eat from the Tree of Knowledge and are cast out of Paradise; there are clear parallels between this A poison tree. The Garden of Eden to symbolise the idea of sin- perhaps implying that anger (wrath) is a ‘sin’. This is also a key belief within Christianity as ‘wrath’ is one of the seven deadly sins.</p> <p data-bbox="1216 748 2145 900"><u>Biblical/Religious references:</u> <u>Charge of the Light Brigade –</u> ‘Into the jaws of Death / Into the mouth of Hell’ <u>Exposure –</u> ‘For love of God seems dying’</p>

## Assessment:

Level	Mark (20 marks)	Descriptor Bullet 1 (Comparison), Bullets 2, 3 and 4 (15 marks) – AO2, Bullet 5 – AO3 (5 marks)
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>There is little or no comparison of the two poems.</li> <li>Identification of form and structure is minimal.</li> <li>There is little awareness of the language used by the poets.</li> <li>Little evidence of relevant subject terminology.</li> <li>There is little awareness of context and little comment on the relationship between poems and context.</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>There are some underdeveloped comparisons and contrasts presented, with obvious similarities and/or differences, supported with some ideas from the poems.</li> <li>There is some comment on the form and structure of the poems.</li> <li>Some awareness of the poets' use of language is shown, but without development.</li> <li>Limited use of relevant subject terminology to support examples given.</li> <li>There is some awareness of relevant context and some comment on the relationship between poems and context.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE poem has been considered.</b></p>
Level 3	9-12	<ul style="list-style-type: none"> <li>The response compares and contrasts a range of points and considers some similarities and/or differences between the poems.</li> <li>The response shows a sound understanding of form and structure and links them to their effect.</li> <li>There is clear awareness, with sound examples, of the poets' use of language and of its effect on the reader.</li> <li>Relevant subject terminology is used to support examples given.</li> <li>There is sound comment on relevant context and sound relevant comment on the relationship between poems and context.</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>The response compares and contrasts the poems effectively, considering a wide range of similarities and/or differences, and ideas are supported throughout with relevant examples from both poems.</li> <li>Analysis of form and structure and their effect is sustained.</li> <li>The candidate comments effectively on the poets' use of language and its effect on the reader.</li> <li>Relevant subject terminology is used accurately and appropriately to develop ideas.</li> <li>There is sustained comment on relevant context and detailed awareness of the relationship between poems and context.</li> </ul>
Level 5	17-20	<ul style="list-style-type: none"> <li>The writing is informed by perceptive comparisons and contrasts, with a varied and comprehensive range of similarities and/or differences between the poems considered.</li> <li>There is perceptive grasp of form and structure and their effect.</li> <li>The response offers a cohesive evaluation of the poets' language and its effect on the reader.</li> <li>Relevant subject terminology is integrated and precise.</li> <li>There is excellent understanding of context, and convincing understanding of the relationship between poems and context is integrated into the response.</li> </ul>

### Level 3:

Firstly, battle is shown to be fierce in 'The Charge of the Light Brigade'. This is evident when Tennyson describes 'cannon to left of them, cannon to right of them'. Here, Tennyson is describing how the soldiers at the Battle of Balaklava were surrounded by cannons, thereby showing how fierce the battle was. This is because Tennyson is trying to get the audience to focus on the bravery of the soldiers who fought in such a horrendous battle. The fierceness of battle is contrasted, however, in 'Exposure'. This is evident when Owen states 'but nothing happens'. Here, Owen uses a declarative, which is repeated throughout the poem, to show how the war is dull and nothing happens. This is because Owen is trying to show how false the propaganda surrounding World War One was.

### Level 3

- It uses PEECEE structure
- It offers quotations about both poems
- The quotations are clearly explained
- There are relevant explanations of context.

### Level 4:

The ways in which battle is presented differ in 'The Charge of the Light Brigade' and 'Exposure'. In 'The Charge of the Light Brigade', Tennyson presents the furious nature of battle in order to highlight the bravery of the soldiers. This is evident when he describes how there was 'cannon to left of them/ cannon to right of them'. Here, the use of anaphora creates the impression that the soldiers were surrounded by cannons; thereby reinforcing the chances that they would die. This is further reinforced through the dysphemistic metaphor describing the battlefield as the 'valley of Death'- suggesting to the reader the likelihood that the soldiers would die, yet how they rode on regardless. This helps to reinforce the bravery of the soldiers at the Battle of Balaklava- which is a key message of Tennyson, as he's attempting to change the public's views of the battle at the time who were angry at the miscommunication leading to the deaths of the soldiers. This description of battle is contrasted in 'Exposure', as Owen uses sibilance to show how quickly battle happens when he describes how 'sudden successive flights of bullets streak the silence'. Here, sibilance is used to reflect how quickly battle seems to happen and then finish- the end of the battle signified by the end stop. This suggests that the battle is not as dangerous as Tennyson describes the Battle of Balaklava. This is likely because Owen is writing about his own experiences of World War One- in particular the fact that he witnessed many soldiers dying of hypothermia, and so is showcasing the lies of the propaganda, which made it seem like soldiers would have been fighting the entire time. In contrast to this, Tennyson never fought in battle but is instead writing his poem to convince people to honour the bravery of the Light Brigade- and so wants to showcase how deadly the battle was in order to suggest how noble and brave they were.

### Level 4

- It uses the PETLRL structure
- It offers two pieces of evidence for each quotation
- Analysis of language and structure in the paragraph
- Hones in on specific meanings of the words
- Explains how the context influences the ideas of the piece
- Clearly summarises the similarities/ differences between the two poems at the end of the paragraph.

### Level 5:

Owen and Tennyson differ in their views of war, largely due to their own experiences of war itself. In 'The Charge of the Light Brigade', Tennyson is presenting a romanticised view of war- particularly that of the soldiers. This is constructed through the constant references to how terrible the battle was, such as the anaphoric repetition of 'cannon to left of them, cannon to right of them' to convey how the Light Brigade, equipped only with swords, were surrounded by cannons'. As well as this, Tennyson uses a range of dysphemistic metaphors- such as 'valley of death', 'mouth of hell' and 'jaws of death' to convey how deadly the battle was and how certain it would be that the soldiers would die. This serves two purposes- firstly to again reinforce the bravery of the Light Brigade who charged even though they faced certain death, but also to reflect the skill of the soldiers to survive the battle. This romanticised view- which ends with the imperative to the reader to 'honour the Light Brigade' is further reinforced through the dactylic dimeter which reflects the sound of the horses' hooves. The fact that this continues throughout the poem, and even speeds up when battle commences, suggests the bravery of the soldiers as they are continually riding and fighting. All of this serves to reflect the partisan nature of the poem as Tennyson, who was Poet Laureate, was commissioned to produce the poem in order to counteract the criticism of the British public that was levelled at the British government for the miscommunication that led to the deaths of the soldiers. As a result, Tennyson creates this romanticised view of battle and the soldiers in order to shape the public's view of war and to focus their anger into honouring the bravery and nobility of the soldiers who fought.

However, whilst Tennyson is glamorising and romanticising battle, Owen is reflecting the harsh realities of war and the deaths of the soldiers. This is evident through the description of how 'sudden successive flights of bullets streak the silence'. Here, Owen is using sibilance, couple with the word 'sudden' to reflect the speed of battle- somewhat implying how quickly battle starts, but also how it appears to be over quickly. This is also reinforced through the end stop at the end of the line- signifying how any fighting is over for the soldiers. This speed of battle contrasts with 'The Charge of the Light Brigade' as, even though the description of battle suggests it was quick, it takes up the majority of the poem- allowing this romanticised view of war that Owen appears to be challenging. However, this is juxtaposed with the 'air that shudder black with snow'. Here, Owen is juxtaposing the apparently innocuous bullets from the German soldiers with a description of the weather which seems to be killing them. The oxymoron 'black with snow' reflecting how something seemingly pleasant, such as snow, is actually killing them. He does this to challenge how the propaganda at the time presented war- as young soldiers would have signed up to war believing they would be fighting the entire time. This harsh reality of war is further reinforced through the vivid description of 'foreheads pucker[ing] crisps', written in proleptic future tense to reflect the certainty the persona has that he will freeze to death. The vivid nature of this image, as well as certainty of death, suggests how the persona has most likely experienced the deaths of his comrades to be aware of how it looks. Equally, this is reflective of Owen's own experiences as he witnessed the deaths of his comrades- enabling such detailed, and disturbing description, of the soldiers' deaths. This contrasts with Tennyson's general statements of 'valley of death' and 'cannon[s]' surrounding them- most likely because he did not witness the battle himself. This also explains why Tennyson lacks the anger or frustration that Owen has- who physically witnessed his friends dying.

### Level 5

- **Analysis of the poems is comprehensive- multiple quotations used from across the poems**
- **Analysis of language, form and structure throughout**
- **Interprets ideas from the poems (i.e. the difference between the subtle power of God and the obvious power of Sennacherib)**
- **Offers precise comparisons between the poems- continually compares throughout the two poems**
- **Accurate terminology is embedded throughout.**