

Personalised Learning Checklist			Year 12 and 13 English Literature	
Paper Two WW1 and the Aftermath	Student Name:		Date:	
	RED	AMBER	GREEN	Student/Teacher Comment (where appropriate)
WO 1 I have detailed notes on Dulce et Decorum Est				
WO 2 I understand how different texts may reflect different attitudes - such as the differences between Pope's The Game and Owen's poetry				
WO 3 I have a confident understanding of other examples of WWI poetry - such as MCMXIV, The Soldier and Vitae Lampada				
WO 4 I have detailed notes on the different years of WWI				
WO 5 I have detailed notes on key figures including Sassoon, Owen, Rivers, Kipling				
WO 6 I have detailed notes on key battles Mons, Loos, Somme, Passchendaele				
WO 7 I understand the changes at home caused by WWI - changes to employment, women's roles, government - and have detailed notes on this				
WO 8 I have detailed notes on the key events in Owen's life				
WO 9 I have detailed, annotated notes on 'The Chances and Exposure to show how Owen presents life in the trenches				
WO 10 I have detailed annotations/notes on the poems 'The Next War' and 'Anthem for Doomed Youth'				
WO 11 I understand the influence of Sassoon on Owen's poetry and can point to evidence to support my ideas				

WO 12 I can explain how Owen presents his attitudes to war in the poem 'Dulce et decorum est				
WO 13 I understand the concept of shell shock and can explain how Owen presents this ideas in the poem 'The Dead Beat				
WO 14 I have detailed annotations on Owen's poem Disabled and can discuss how this poem is typical of Owen's poetry in terms of both subject matter and style				
WO 15 I understand what is meant by repression and how this can be both social and psychological				
WO 14 I understand the relevance of the research of Rivers into repression				
WT 01 I know the real life people behind the play				
WT 02 I understand the background of Hislop and Newman and their comments on their reasons for writing the play				
WT 03 I have detailed annotations on the first scene and understand the significance				
WT 04 I understand the significance of the use of music in the play and the music hall tradition				
WT 05 I can explore the writers' attitudes to war				
WT 06 I understand how the writer juxtaposes the relationship between Roberts' group of men with the relationship between the senior officers				
WT 07 I understand how the writers use material from the real life publications of Wipers Times				
WT 08 I understand the presentation and significance of the minor characters in the play				
WT 09 I understand the significance of the ending of Act One				
WT 10 I understand the significance of the way Pearson is presented throughout the play				
WT 11 I understand the significance of the way Roberts is presented throughout the play				

WT 12 I understand the significance of Howfield in the play				
WT 13 I understand the significance of Mitford in the play				
WT 14 I understand the significance of the Temperance society and Lady Somersby				
WT 15 I understand the significance of the references to Beach Thomas and Hilaire Belloc				
WT 16 I understand the significance of Madame Fifi				

Teacher Assessment

Assessment Objective				
AO1 I am able to express my ideas accurately and using a range of critical terms.				
AO1 I am able to make my argument clear in my introduction.				
AO2 I am able to analyse a range of writer's methods, intention and the effect on the reader				
AO3 I know and understand significant aspects of context				
AO3 I am able to explore and evaluate the significance of the context in terms of the time the text is set and the time the text is written				
AO4 I am able to explore the connections between The Wipers Times and relevant Wilfred Owen poems in terms of theme				
AO4 I am able to explore connections between the The Wipers Times and relevant Wilfred Owen poems in terms of language, form and theme				
AO5 I am able to explore how the text may be interpreted in different ways				
AO5 I am able to explore how the same evidence may be explored in different ways according to context e.g. different interpretations over time				
AO5 I have read additional critical work on the texts I am studying and can link to these in my essays				

Unseen Prose

Self-assessment	RED	AMBER	GREEN	Student/Teacher Comment (where appropriate)
PR 1 I understand the different narrative perspectives that may be used in prose texts				

PR 2 I can identify key imagery used in prose extracts and comment on the effects				
PR 3 I can identify the use of time in an extract and comment on its significance				
PR 4 I can comment on linguistic techniques used and comment on their significance				
PR 5 I understand how different texts may reflect different attitudes to war				

Regeneration

I understand the presentation and importance of:				
R50 Rivers				
R52 Sassoon				
R53 Prior				
R54 Burns				
R55 Anderson				
R56 Doctors and patients				
R57 Duty				
R58 Protest				
R59 Repression				
R60 Guilt				
R61 women				
R62 Sarah				
R63 the relationship between Prior and Rivers				
R64 the relationship between Sassoon and Rivers				
R65 the relationship between Sassoon and Owen				
R66 Yealand				
R67 the use of intertextuality				

R68 the 4 part structure				
R69 narrative focalisation				
R70 the inclusion of poetry				