Read the poem ‘A Dead Boche’ by Robert Graves, then answer the questions which follow.

**Vocabulary bank**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Boche</td>
<td>an informal word for a German soldier</td>
</tr>
<tr>
<td>Mametz Wood</td>
<td>the site of a terrible battle in France where many thousands of soldiers were killed in the first world war.</td>
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</tbody>
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**Assessment**

Read all of the questions below and look at how many marks each one is awarded, then read the poem again before answering the questions.

1. List **three** pieces of information we are told about the dead soldier.

   i. ____________________________

   ii. ____________________________

   iii. ____________________________

   (3 marks)

2. Circle the statement below that you think is **most** relevant to this poem (choose only one).
   a. The poem shows how glorious war can be.
   b. The poem shows the horror of war.
   c. This is a poem to encourage hatred of German soldiers.

   (1 mark)

3. The poem begins, ‘**To you** who’d read my songs of War / And only hear of blood and fame.’ Who exactly is Graves addressing here? Be as specific as possible.

   ____________________________

   ____________________________

   ____________________________

   (1 mark)

4. Write down a phrase from the poem which you think best sums up Graves’ message to these people.

   ____________________________

   ____________________________

   ____________________________

   (1 mark)
5. What do you notice about the rhyme scheme in the poem? Write down an example of a rhyme from the poem.

____________________________________________________________________

(2 marks)

6. What do you notice about the structure of the poem and how does this help to convey (show) the poet’s ideas?

Hint: structure means how the ideas are organised. You could think about the beginning and end, how the stanzas are divided, whether there are any changes in idea, attitude or mood, whether any ideas, lines or words are repeated.

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(2 marks)

7. Write down an example of alliteration and comment on its effect.

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____________________________________________________________________

(2 marks)

8. How does the poet present his attitude to war in ‘A Dead Boche’? Make sure you refer to the poet’s use of language and imagery and use short quotations to support your points.

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____________________________________________________________________

(2 marks)
Poetry assessment

*A Dead Boche* by Robert Graves

(8 marks)

Total: 20 marks
Mark scheme

1. List three pieces of information we are told about the dead soldier.

   Award 1 mark for any of the following up to a maximum of 3 marks:
   - He was propped against a shattered trunk
   - He ‘scowled’
   - He ‘stunk’
   - ‘Big-bellied’
   - ‘Crop-haired’
   - ‘Dribbling black blood from nose and beard’

   (3 marks)

2. Circle the statement below that you think is most relevant to this poem (choose only one).
   a) The poem shows how glorious war can be
   b) The poem shows the horror of war
   c) This is a poem to encourage hatred of German soldiers.

   (1 mark)

3. The poem begins, ‘To you who’d read my songs of War / And only hear of blood and fame.’ Who exactly is Graves addressing here? Be as specific as possible.

   1 mark for people who think war is glamorous/exciting or words to that effect.

   (1 mark)

4. Write down a phrase from the poem which you think best sums up Graves’ message to these people.

   Award 1 mark for ‘War’s Hell’

   (1 mark)

5. What do you notice about the rhyme scheme in the poem? Write down an example of a rhyme from the poem.

   Award 1 mark for identification of rhyme scheme: ababcc. Award 1 mark for any legitimate example of a rhyme e.g. ‘unclean’ / ‘green’.

   (2 marks)

6. What do you notice about the structure of the poem and how does this help to convey the poet’s ideas?

   1 mark for any valid observation about the structure e.g. there are two stanzas.
   1 mark for explaining that the first stanza addresses those who see war as glamorous / civilians on the home front conveying the message that ‘War’s Hell’ while the second provides a specific example of this.

   (2 marks)
7. Write down an example of alliteration and comment on its effect.

- Award 1 mark for any valid example e.g. ‘Dribbling black blood from nose and beard’.
- Award 1 mark for any valid comment on effect e.g. alliteration here emphasises the word ‘blood’ in contrast to ‘blood and fame’ in the second line, which adds to the brutality and horror of the sight.

(1 mark)

8. How does the poet present his attitude to war in ‘A Dead Boche’? Make sure you refer to the poet’s use of language and imagery and use short quotations to support your points.

<table>
<thead>
<tr>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>7-8 marks</td>
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<tr>
<td>‘perceptive’ ‘detailed’</td>
</tr>
<tr>
<td>- Offers a full and detailed understanding of the poet’s attitude.</td>
</tr>
<tr>
<td>- Analyses how writer has used language/structure/form and effects on readers/audiences.</td>
</tr>
<tr>
<td>- Offers appropriate quotations in support of ideas with perceptive comments.</td>
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<tr>
<td>5-6 marks</td>
</tr>
<tr>
<td>‘clear’ ‘relevant’</td>
</tr>
<tr>
<td>- Shows clear evidence that the poet’s attitude has been understood.</td>
</tr>
<tr>
<td>- Shows a clear explanation of how writers have used language/structure/form and effects on readers/audiences.</td>
</tr>
<tr>
<td>- Offers relevant quotations or references to support ideas.</td>
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<tr>
<td>4 marks</td>
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<tr>
<td>‘some’ ‘attempts’</td>
</tr>
<tr>
<td>- Shows some evidence that the poet’s attitude has been understood.</td>
</tr>
<tr>
<td>- Offers some explanation of how writer has used language/structure/form and effects on readers/audiences.</td>
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<tr>
<td>- Attempts to support responses with some relevant quotations or references.</td>
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<tr>
<td>2-3 marks</td>
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<tr>
<td>‘limited’</td>
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<tr>
<td>- Shows limited evidence that the poet’s attitude has been understood.</td>
</tr>
<tr>
<td>- Offers limited real explanation of how writer has used language/structure/form and effects on readers/audiences.</td>
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<tr>
<td>- Offers few examples with limited comment.</td>
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<tr>
<td>0-1 marks</td>
</tr>
<tr>
<td>‘unsuccessful’</td>
</tr>
<tr>
<td>- No real evidence that the poet’s attitude has been understood.</td>
</tr>
<tr>
<td>- No explanation of how writer has used language/structure/form and effects on readers/audiences.</td>
</tr>
<tr>
<td>- No examples or comment.</td>
</tr>
</tbody>
</table>

Total: 20 marks