

ST
In James Joyce's poem "I hear an army", the poet uses the metaphor of an army, auditory imagery, and repetition and rhetorical questions to illustrate how vivid and terrible heartbreak can be lived and experienced. ✓ excellent job connecting the question to a deeper theme

The poet introduces the poem with "I hear an army charging upon the land". The reader is presented with the idea of something destructive, something dangerous. ✓ It reminds It makes the reader think about war, death. Additionally, the words "I hear" makes brings a tension to sound, and ~~the~~ an army makes noise, loud, ominous noise, like something coming to kill. It's soldiers, the charioteers, are described to be "arrogant", "disdaining the reins". This attitude ~~seems~~ reminds of hate, of disgust. ✓ It gives this detached yet ~~horror~~ scary, intimidating image of the army, like killing is something they are used to. They are negative words with very bad connotations. Furthermore, the charioteers are wearing "in black armour" (l. 4). The word black, especially in this context, refers to something obscure, to the night, to a nightmare. ✓ The army is ~~so~~ felt like a nightmare, terrifying the speaker. ✓ Whilst describing the army

Smooth out your transition

In this poem, the poet uses a lot of auditory imagery. To describe the noise of the army, of the horses coming towards the speaker, it is written as "the thunder of horses". ✓ Thunder is something destructive, it strikes it is the sound of something striking fast, ✓ without notice, killing, and if it does not kill, it leaves the victims in pain for the rest of their lives. ✓ In the moment, the pain must be so strong that they probably are wondering if they even want to live. Comparing this to the sound of an army, of heartbreak, creates the impression that it is a feeling so strong ~~you~~ that the speaker wants to die. ✓ It also makes it seem like there is a huge quantity of horses. ✓ The army

is big and "cry unto the night their battle-name". The use of ~~the word~~ ^{verb} crying is usually something used to describe sadness. People using it here make it ambiguous, makes it seem like the reader confused. It could be the army screaming, or the wailing of the heartbroken person, mourning their love. Another word used in this line is "unto". It makes it seem as if the cry is being painted, written is the night, making it, the pain, the fear, last eternally. The speaker also ~~describes~~ says that he hears after their "whirling laughter". This description ~~reminds~~ feels like something from a nightmare, chaos. The army is coming to destroy, to kill, and yet they are laughing. Whirling illustrate how it feels like it never stops. Combined with the end of the next line, "blinding flame", it could also ~~be a~~ ^{remind} the reader of hell. The poet is writing that heartbreak feels like hell, dying, ^{and} ~~suffering~~ eternal suffering.

~~Repetition and rhetorical questions are used at the end of the poem.~~

Joyce ~~at~~ uses repetition and rhetorical questions at the end of the poem, where the speaker starts addressing their former lover. ^{"gave"} ~~up~~ ^{it to his} ~~for~~ directly, for the first time in the poem: "My heart, have you no wisdom ^{this} to despair?" This is the first question. The speaker accuses his heart of hurting so much, it also feels like he is accusing his love, since the image of heart is so closely linked to it. In the second rhetorical question, also the last line of the poem, it is written "My love, my love, my love, why have you left me alone?" The repetition of "my loves" lets the reader really feel the despair of the speaker. The poet ~~created~~ ^{created} it ~~in a way that~~ It feels like his lover is stuck in his head, it is like he is accusing them of leaving him. To the reader, it feels like screaming or sobbing. He tries to speak the his love so much, but they are gone, lost. It also feels like the

poet wanted the reader to think that those questions keep repeating themselves in the speaker's mind.

To show how heartbreak is experienced, the poet compared ~~the army~~ heartbreak to an army, meaning that heartbreak is something loud, destructive, and it kills. It is so painful, like when lightning strikes, "thunder", that it makes the victim question if they even want to live. The poet says you are never ready for it. It ~~feels~~ ^{seems} like chaos, nightmares ~~like~~. We can see it, especially with the ~~sad~~ description of its "whirling laughter". ~~The description is very hyperbolic~~ this is those images succeed in making the reader really understand how ~~de~~ terrifying heartbreak and devastating heartbreak really is, how vivid it feels.

Excellent

Assessment criteria for Component 5: Coursework

Level	Marks	Description
Level 8	23–25	<ul style="list-style-type: none"> demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (<i>or seamlessly uses well-selected textual detail in an empathic task</i>) (AO1) sustains a critical understanding of the text showing individuality and insight (AO2) responds sensitively and in considerable detail to the way the writer achieves her/his effects (<i>or sustains an entirely convincing voice for the character in an empathic task</i>) (AO3) sustains personal and evaluative engagement with task and text (AO4)
Level 7	20–22	<ul style="list-style-type: none"> demonstrates knowledge by integrating much well-selected reference to the text (<i>or integrates much well-selected textual detail in an empathic task</i>) (AO1) shows a clear critical understanding of the text (AO2) responds sensitively and in detail to the way the writer achieves her/his effects (<i>or sustains a convincing voice for the character in an empathic task</i>) (AO3) sustains a perceptive, convincing and relevant personal response (AO4)
Level 6	17–19	<ul style="list-style-type: none"> demonstrates knowledge by supporting with careful and relevant reference to the text (<i>or supports with careful and relevant textual detail in an empathic task</i>) (AO1) shows a clear understanding of the text and some of its deeper implications (AO2) makes a developed response to the way the writer achieves her/his effects (<i>or develops a generally authentic voice for the character in an empathic task</i>) (AO3) makes a well-developed, detailed and relevant personal response (AO4)
Level 5	14–16	<ul style="list-style-type: none"> demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (<i>or shows some thoroughness in the use of supporting textual detail in an empathic task</i>) (AO1) shows understanding of the text and some of its deeper implications (AO2) makes some response to the way the writer uses language (<i>or uses suitable features of expression suitable for the character in an empathic task</i>) (AO3) makes a reasonably developed relevant personal response (AO4)
Level 4	11–13	<ul style="list-style-type: none"> demonstrates knowledge by using some supporting textual detail (<i>or uses some supporting textual detail in an empathic task</i>) (AO1) shows some understanding of meaning (AO2) makes a little reference to the language of the text (<i>or begins to assume a voice for the character in an empathic task</i>) (AO3) begins to develop a relevant personal response (AO4)