

Compare how poets present the effects of war in 'Bayonet Charge' and in one other poem from 'Power and conflict'.

### Bayonet Charge

Suddenly he awoke and was running – raw  
In raw-seamed hot khaki, his sweat heavy,  
Stumbling across a field of clods towards a green hedge  
That dazzled with rifle fire, hearing  
5 Bullets smacking the belly out of the air –  
He lugged a rifle numb as a smashed arm;  
The patriotic tear that had brimmed in his eye  
Sweating like molten iron from the centre of his chest, –  
  
10 In bewilderment then he almost stopped –  
In what cold clockwork of the stars and the nations  
Was he the hand pointing that second? He was running  
Like a man who has jumped up in the dark and runs  
Listening between his footfalls for the reason  
Of his still running, and his foot hung like  
15 Statuary in mid-stride. Then the shot-slashed furrows  
  
Threw up a yellow hare that rolled like a flame  
And crawled in a threshing circle, its mouth wide  
Open silent, its eyes standing out.  
He plunged past with his bayonet toward the green hedge,  
20 King, honour, human dignity, etcetera  
Dropped like luxuries in a yelling alarm  
To get out of that blue crackling air  
His terror's touchy dynamite.

Ted Hughes

[30 marks]

**Indicative content:**

Examiners are encouraged to reward any valid interpretations. Answers might, however, include some of the following:

## AO1

- Any valid comparison of the effects of war on the individual, such as 'Remains' or 'Exposure'
- Any valid comparison of the effects of war on others, such as 'Poppies' or 'Kamikaze'
- Possible comparisons between the effects of war on humanity, such as 'War Photographer'
- Comparisons between the ways war effects a change of attitude, such as 'The Émigré' or 'The Charge of the Light Brigade'.

## AO2

- Comparison between presentation of the natural world in 'Exposure' or 'Storm on the Island'
- Comparison of use of person to create a sense of immediacy / distance, e.g. first person in 'Remains', third person in 'the Charge of the Light Brigade'
- Use of metaphor to present effects of war in 'Tissue' or 'Poppies'
- Any valid comparative treatment of language to create different tones, e.g. brutal description in 'Remains', or lyrical imagery in 'Poppies'.

## AO3

- Any treatment of the use of individual experience to deal with wider / universal experience
- Ideas about the realisation of the horror / reality of war
- Any treatment of the relationship between the individual soldiers and those for whom they fought, e.g. comparison with 'The Charge of the Light Brigade' or 'Exposure'
- Any valid points about the use of lyric poetry to explore universal ideas, or literary / generic conventions, or use of the natural world such as in 'Exposure' or 'Poppies'.

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> <li>• Critical, exploratory, conceptualised response to task and whole text</li> <li>• Judicious use of precise references to support interpretation(s)</li> </ul>	<p>At the top of the level, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.</p> <p>At the bottom of the level, a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and /or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>• Analysis of writer's methods with subject terminology used judiciously</li> <li>• Exploration of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>	
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> <li>• Thoughtful, developed response to task and whole text</li> <li>• Apt references integrated into interpretation(s)</li> </ul>	<p>At the top of the level, a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.</p> <p>At the bottom of the level, a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>• Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> <li>• Examination of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>	

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> <li>• Clear, explained response to task and whole text</li> <li>• Effective use of references to support explanation</li> </ul>	<p><b>At the top of the level,</b> a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p><b>At the bottom of the level,</b> a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>• Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>• Understanding of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul>	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> <li>• Some explained response to task and whole text</li> <li>• References used to support a range of relevant comments</li> </ul>	<p><b>At the top of the level,</b> a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p><b>At the bottom of the level,</b> a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>• Explained/relevant comments on writer's methods with some relevant use of subject terminology</li> <li>• Identification of effects of writer's methods on reader</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</li> </ul>	
Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none"> <li>• Supported response to task and text</li> <li>• Comments on references</li> </ul>	<p><b>At the top of the level,</b> a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p><b>At the bottom of the level,</b> a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of contexts.</p>
	AO2	<ul style="list-style-type: none"> <li>• Identification of writers' methods</li> <li>• Some reference to subject terminology</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Some awareness of implicit ideas/contextual factors</li> </ul>	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none"> <li>• Simple comments relevant to task and text</li> <li>• Reference to relevant details</li> </ul>	<p><b>At the top of the level,</b> a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p><b>At the bottom of the level,</b> a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> <li>• Awareness of writer making deliberate choices</li> <li>• Possible reference to subject terminology</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>• Simple comment on explicit ideas/contextual factors</li> </ul>	
0 marks	Nothing worthy of credit/nothing written		

**Assessment of AO4**

AO4 will be assessed on **Section A** only. The performance descriptors are provided below.

Performance descriptor	Marks awarded
<b>High performance:</b> In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
<b>Intermediate performance:</b> In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	2–3 marks
<b>Threshold performance:</b> In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

Where a candidate writes nothing or fails to meet threshold performance they should receive 0 marks.

**Response 1**

In Both 'Bayonet charge' and 'Remain' they both speak about war and how it's one soldier fighting for his life and there is no looking back, it's a constant fight where they don't have time for anything, not even sleep. In the 'Bayonet charge' he says "he awoke and was running", this shows how terrified the soldier is and he has no turning back he just has to keep on running. Both poets present a lot of effects of war but in the 'Bayonet charge' it shows a lot of fear and how strong the soldier is to keep running and fighting. The poet uses words such as stumbling, rifle, fire, patriotic tear, dark, honour and dignity to show us how hard it is to be in the war and to be fighting in the war shows a lot of bravery and love for their country. Both poets make the readers feel like they are in there watching the soldier fight and seeing how hard it is for a soldier to be fighting for their country, they say things like patriotic tear which makes it feel like he is crying to the point where his tears are meeting because of how cold it is and he is just trying to find a space to calm down and have a rest. In both poems they make you feel that they've been fighting for so long and they just want the fight to be over so they can go home to their families. They both show a lot of fear and dramatic irony to the point they can't take the fight anymore.

**[COMMENT]**     **[MARK]**

**Response 2**

In 'Bayonet Charge' and 'Charge of the Light Brigade', both poets present war as a terrible experience which cannot be justified by any cause of war. Whilst, in 'Bayonet Charge' Ted Hughes focuses on a soldier's detailed perspective of war, Alfred Lord Tennyson explores the effects of war on soldiers as a whole.

In Bayonet Charge, the poet illustrates the horrible experience of one unnamed soldier and presents the effects of war on him as being completely negative. By beginning it with 'suddenly he awoke,' Hughes immediately throws the reader's thought into the chaos of war which intensifies the impact the poem has on readers. Hughes uses the adverb 'suddenly' to demonstrate how the soldier feels vulnerable and confused because he has just woken up but is instantly in a dangerous war-zone. Also, the verb 'he' keeps the soldier anonymous which tells the reader that each soldier goes through this terrible experience of war. In comparison, in Charge of the Light Brigade, the poet explores the impact of war on all soldiers collectively. The poet wants us to 'honour the Light Brigade, honour the charge they made'. This creates the impression that all the soldiers go through this experience together and are all affected. The verb 'they' shows the reader that, as a whole, the soldiers in war must go through seeing deaths and other horrors but he doesn't focus on the experience of a single soldier. Also, the verb 'honour' shows that, unlike Hughes in Bayonet Charge, the poet believes that the soldiers should be respected and appreciated and

includes some positivity. Here, Tennyson shows how grateful he is for the solidiers who fought in the Crimean War and shows that they should be honoured.

Furthermore, in Bayonet Charge, the poet shows the reader how solidiers are mentally affected by war and how being in a war-zone changes them. Now, 'the patriotic tear that had brimmed in his eye' is 'sweating like molten iron.' This suggests that actually being in the war changes the solidiers' perspectives as they no longer care about honour and patriotism when their lives are in danger. Hughes may have intended to show the reader that in war, solidiers are permanently changed because they have to go through such a terrible event. Here, the poet might have wanted to show that war is always pointless as it can never justify the mental impact it has solidiers. For example, after the war, some suffer from PTSD and struggle to come to terms with what they have done or been through. On the other hand, in Charge of the Light Brigade, Tennyson seems to focus more on physical sacrifices made in war. The first few stanzas all end with the same line, 'Ride the six hundred.' This is a constant reminder to the reader of just how many solidiers are killed in war and the repetition could suggest that he is angry at this. He portrays the violence and ridiculous number of killings which wars result in. Here, Tennyson expresses his anger about what happened during the Crimean War. The Russians didn't have many weapons although they had to fight the British who were very heavily armed with guns whilst they only had swords. Tennyson is angry at the amount of casualties this resulted in so he shows the physical impact of war in a very powerful way.

Also, in 'Bayonet Charge,' the poet presents how the main enemy of the solidier is the opposition which causes the main impact on the solidier. The writer's use of the metaphor 'bullets smacking the belly out of the air' creates the impression that the weapons were extremely dangerous and harmful. The verb 'smacking' and verb 'belly' could suggest to the reader that because weapons are almost personified as humans, it also seems as though the solidiers are being dehumanised; they are a mere weapon to be used in war. Whereas, in Charge of the Light Brigade, the poet presents the impact of the war caused by the leaders, who seem to be the solidiers' enemy. Tennyson describes how 'someone had blundered.' This demonstrates how because of a mistake of those in authority, the solidiers are going through such a horrible experience. The reader infers that the enemy of the solidiers is not the opposing army but the leaders who put them in this position in the first place. The poet included this because in the Crimean War, the people in charge of the solidiers gave them the wrong orders so the solidiers followed them which resulted in many deaths.

In addition, in Bayonet Charge, the poet presents the effects of war as solely negative because the solidier cannot escape his situation. Even his 'king, honour, human dignity, etcetera' are 'dropped like luxuries in yelling alarm. This shows how the experience on the battlefield is so chaotic and harsh that nothing else but his life matters to him anymore. Hughes uses the word 'etcetera' to suggest to reader that patriotism is now unimportant as the solidier dismisses any reason that he is in the war, he just wants to escape and get 'out of that blue crackling air.' Here, we learn how, in war, solidiers find it extremely difficult to endure the situation but feel as though they cannot escape. Similarly, in 'Charge of the Light Brigade' Tennyson also presents the way solidiers are trapped by using metaphors 'valley of Death' and 'mouth of hell.' This shows the reader that for the solidiers death is inevitable and they must face the reality of their situation. This helps the reader to sympathise even more with solidiers because not only do they suffer physically, they are haunted by the fact that they will die in this way. Tennyson does this to show how the solidiers must have felt in the Crimean War as well as other wars, where they are constantly surrounded by 'cannons' and life threatening danger.

Overall, both poets present the impact of war in an extremely horrible way, the different experiences they focus on differ.

[COMMENT] [MARK]

### Response 3

About the Bayonet Charge it's about power and conflict and war and the word "charge" means everyone is running and fighting and also bringing in guns. "He lugged a rifle numb as a smashed arm" it means that they are shooting guns at people's arm. The environment looks like it's been destroyed and everything it's been gone. "Stumbling across a field of clods towards a green hedge" telling everyone to shoot across and attack.

The themes of this poem shows determination, arrogance and conflict and this presents anger and power. "King, honour, human dignity" this shows the soldiers are showing desire and capability to manage the war. In "Bayonet Charge" it's about the war and the state of the people are fighting. In checking me out history it's about identity, White History and Black History and John Agard is talking about his own things and he talks about life in Black History and what they do. His own identity he talks about his country where he is from and he also talks about his own style and life living. "Dem tell me" he is telling everyone about his life and what does he do for a living.

[COMMENT] [MARK]

### Response 4

In poems Bayonet Charge and The Charge of the Light Brigade both poems present the effects of war as negative. In Bayonet Charge war is shown to be physically draining. In Bayonet Charge people are 'sweating like molten iron from centre of his chest. The simile 'sweating like molten iron' shows how much effort and strategy it takes to be a solidier in war. It also shows that the soldiers are tired. The idea of the men sweating from the centre of his chest' shows he is dedicated as everything is released from the chest where the heart is. This is in comparison to 'The Charge of the Light Brigade' where war is seen as a battle constantly. In the poem there is the repetition of 'six' this follows the structure of the poem having six stanzas. This shows

the effects of war as there is no stopping just a continued battle. Overall both poems show the effects of war through physical actions.

In poems 'Bayonet Charge' and 'The Charge of the Light Brigade' both poems show the effects of war as violent. In Bayonet Charge war is seen as rough. This is seen as the 'Bullets smacking the belly out of the air.' The adjective 'smacking' is harsh and shows the soldiers are surrounded of an attack. This is in comparison to 'The Charge of the Light Brigade' where the effects of war results in being harmed. In the poem there is a semantic field of danger. This is seen 'Mouth of hell', 'Jaws of death', 'Valley of death'. The personification of 'mouth' and 'Jaws' shows the people they are fighting against are vicious. In the poem there is repetition of 'canon', the poem tells us there are placed 'to the left' and 'to the right' from this you can tell they are surrounded by them. Overall both poems show that the effects of war and being around weapons and danger leads to risking your life and could result in post traumatic stress disorder.

[COMMENT] [MARK]

### Response 5

I am going to compare how the effects of war are presented in 'Bayonet Charge' and 'Remains'. In both of these poems, there are soldiers that are in a difficult situation that is affecting their way of life. In Bayonet Charge, the poet begins the poem with instant action and movement. This is evident when it says "suddenly he awoke and was running –" Here, the use of the pre modifying adverb 'suddenly' reflects on the rush for time that the soldier is experiencing. The lexical verb 'running' shows that he is in danger and so this presents war as dangerous. The metaphor 'sweat heavy' in the following line reinforces this fear that the soldier is feeling. This is because it tells us that he is sweating a lot and so either he is terrified or he is performing physically demanding activities. However, the repetition of the sweating in the same stanza in the lines "sweating like molten iron from the centre of his chest" suggests that he is more scared than tired. The simile used in this quote is comparing the heat that he is feeling to that of molten iron. Therefore, he is suggesting that he is very scared. Similarly in Remains, the poet uses a violent and gruesome description of the event to show how much the event has seeped into the soldier's mind. This is evident when it says "I see every round as it rips through his life/ I see broad daylight on the other side". The repetition of 'I see' here echoes the conversational tone of the poem, which further emphasises how much the soldier remembers. The use of the verb 'rips' emphasises how gruesome and disgusting the scene was. The phrase 'broad daylight' creates disturbing imagery of the looter's corpse by suggesting the bullet holes were massive. Therefore, the poet is presenting war as a scary event by showing how well the soldier has remembered the event with gruesome imagery.

Both poets also show that war is not what it seems like or is advertised like and that it has far-reaching effects. This is clear in Bayonet Charge when the poet says "he lugged a rifle numb as a smashed arm". Here, the poet is using a simile to suggest that the weapon the soldier has is useless. This is conveyed using the pre modifying adjective 'smashed', which has connotations of pain and uselessness. The poet refers to a 'patriotic tear' where they use the literary device of a personification to suggest that the soldier was feeling patriotic but is now wishing he was not so eager. This therefore shows the effects of war as unfair as the soldier doesn't even have a proper weapon to fight with. In Remains, we the reader learn that the soldier has Post-Traumatic Stress Disorder through what the soldier says. This is evident in the lines, "but I blink and he is there". The first person report of the incident shows that the account the soldier is giving is how he feels and is personal. The fact that the looter, referred to using the pronoun 'he' in the quote, appears in the soldier's eyes all the time suggests that he is being haunted. The guiltiness of the soldier for unfairly killing the looter is evident from the repetition of the line "possibly armed, probably not". This shows unfairness as if the looter was not armed, then he did not have to be killed. The use of the phrase 'probably not' suggests that the soldier believes that he was not armed and so is deeply guilty of killing him. Therefore, he has been affected by this experience so much that he has PTSD and his life is not the same anymore.

Towards the end of Bayonet Charge, the poet uses listing to convey how unfair the situation the soldier is in, and presents his life as being totally changed by the negative effects of war. This is evident when it says "king, honour, human dignity etcetera. Dropped like luxuries". Here, the listing conveys the emotions that he predicted the war will make him feel but the following simile shows that feelings are worthless. The use of the word 'etcetera' suggests that it is not even worth listing the qualities of war because they are so wrong and insignificant. The simile used here shows that these qualities of war are important using the noun 'luxuries' but shows their insignificance by being dropped. Similarly, in Remains, the last line of the poem is, "his bloody life in my bloody hands". Here, the poet is no longer using a collective noun to describe who effected the life of the looter but is instead used the personal pronoun 'my'. This suggests that war has had a negative impact on him because he feels that it is personally his fault for killing someone. This guiltiness and remorse is echoed through the use of the repetition of 'bloody'. This pre-modifying adjective has a double meaning in this case because it could mean the literal blood of the dead looter as well as being a swear word used by the soldier. Nevertheless, it shows that his life has been totally changed by the effect that war has had on him and so presents war as wrong and disastrous.

In conclusion, both poets use various language devices and specific choices of vocabulary to show how war can affect soldiers. Bayonet Charge consists of three stanzas which each represent a different mind-set that the soldier is in. In contrast, Remains has approximately 8 shorter stanzas which could represent that the effect of war are long and far reaching. I think that the poet for Bayonet Charge used a lot of imagery and metaphors to convey the surroundings of the soldier, but I think that the poet of Remains presented a better effect of war by using more horrific imagery, a conversational tone and making the soldier feel repeatedly guilty for the remainder of his life.

[COMMENT] [MARK]

### Response 6

Both 'Bayonet Charge' and 'Remains' present the realistic effects of war on an individual, however, 'Bayonet Charge' presents inner turmoil of a soldier during action whereas 'Remains' presents the conflicted mind of a soldier after conflict. Hughes – poet laureate from 1984-98 – was inspired by Wilfred Owen's 'Spring Offensive' and the effects of war he felt through his father to explore a realistic portrayal of conflict. Armitage aimed to explore the effects of war on discharged servicemen in a collection 'The Not Dead' which was inspired by testimony of soldiers from the Gulf War.

Both poets present the horrific nature of war, however, Armitage does this in a colloquial fashion, giving a sense of heightened realism, whereas Hughes in a conflicted way. Hughes uses a semantic field of bodily parts – 'belly' 'arm' 'eye' 'chest' – to emphasise the physical impact of war. The fact that it is his own equipment which threatens his body rather than the enemy suggests the awful reality of war. Hughes repeats the word 'raw' 'In raw', to emphasise the confusion of the soldier, he is unable to rationalise and think calmly. The word 'raw' has connotations of being exposed and stripped of safety, therefore the repetition highlights his vulnerability. Hughes uses enjambment and caesuras to show the soldier's inner turmoil. He tries to control the situation and think clearly – caesuras – however the chaos of conflict is overwhelming – enjambment.

Armitage however uses colloquial language to emphasise the shock. The phrase 'pain itself, the image of agony', is very simplistic, however, the caesura mid-line forces the reader to pause and reflect on the situation. The word 'agony' has connotations of intense suffering, therefore allowing the reader to create their own 'image'.

Armitage uses the metaphoric verb 'every round as it rips through his life' which implies an even more awful action as personifies the weapon to purposefully harm him. The verb 'rips' implies a longer action, allowing the reader to create a vision of the scene.

Both poets present the guilt felt by a soldier, however Armitage presents guilt towards humans whereas Hughes presents guilt towards nature.

Hughes uses a semantic field of nature – 'green hedge' 'air' 'yellow hare' 'green hedge' – to emphasise the immorality of conflict. The 'green hedge' could be the soldier's imagination, as he attempts to switch back into a charging mood by tempting himself with the pure imagery of nature. The colour 'yellow' has connotations of happiness and freedom, therefore to place a 'yellow hare' in a warzone highlights the destruction of happiness and freedom.

Hughes mocks patriotism – 'king, honour, human dignity, etcetera' – to present his view that conflict is futile and wrong, especially when it causes the destruction of nature. Armitage uses a cyclical structure with the repetition of 'probably armed, possibly not', which each carry an equal weighted meter, showing the inner conflict of the soldier.

Armitage uses the phrase 'his bloody life in my bloody hands' suggesting that he has no escape from guilt now. The two meanings of 'bloody' could either suggest his anger at the whole situation and his actions, or the permanent effect on him and the immovable guilt that 'remains' on his 'hands'.

Overall, both Hughes and Armitage present the traumatic effects of conflict on individuals, however Armitage does this more effectively as he explores the long term effects and possible PTSD that may follow experiences of war.

**[COMMENT]**    **[MARK]**