

# GCSE ENGLISH LITERATURE PAPER 2 POWER AND CONFLICT POETRY

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| <b>Remains by Simon Armitage</b><br><b>Themes:</b> Conflict, Suffering, Reality of War<br><b>Tones:</b> Tragic, Haunting, Anecdotal<br><b>Content, Meaning and Purpose</b><br>-Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003.<br>-Speaker describes shooting a looter dead in Iraq and how it has affected him.<br>-To show the reader that mental suffering can persist long after physical conflict is over.                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Exposure by Wilfred Owen</b><br><b>Themes:</b> Conflict, Suffering, Nature, Reality of War, Patriotism<br><b>Tones:</b> Tragic, Haunting, Dreamy<br><b>Content, Meaning and Purpose</b><br>-Speaker describes war as a battle against the weather and conditions.<br>-Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia.<br>-Owen wanted to draw attention to the suffering, monotony and futility of war.                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Poppies by Jane Weir</b><br><b>Themes:</b> Bravery, Reality of War, Suffering, Childhood<br><b>Tones:</b> Tender, Tragic, Dreamy, Bitter<br><b>Content, Meaning and Purpose</b><br>-A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death.<br>-The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war.                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context</b><br>-"These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." <i>Simon Armitage</i><br>-Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.                                                                                                                                                                                                                                                                                                                                                                 | <b>Form and Structure</b><br>-Monologue, told in the present tense to convey a flashback (a symptom of PTSD).<br>-First four stanzas are set in Iraq; last three are at home, showing the aftermath.<br>-Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing<br>-Repetition of <b>"Probably armed, Possibly not"</b> conveys guilt and bitterness.                                                                                                                                                  | <b>Context</b><br>-Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier.<br>-Of his work, Owen said: "My theme is war and the pity of war".<br>-Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: <b>"not loath, we lie out here"</b> shows that he was not bitter about his suffering.                                                                                                                                                                                                           | <b>Form and Structure</b><br>-Contrast of Cold-Warm>Cold imagery conveys Suffering>Delusions>Death of the hypothermic soldier.<br>-Repetition of <b>"but nothing happens"</b> creates circular structure implying never ending suffering<br>-Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony.<br>-Pararhymes (half rhymes) <b>"nervous / knife us"</b> only barely hold the poem together, like the men. | <b>Context</b><br>-Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a <b>timeless relevance</b> to all mothers and families.<br>-There are hints of a critical tone; about how soldiers can become intoxicated by the glamour or the military: <b>"a blockade of yellow bias"</b> and <b>"intoxicated"</b> .                                                                                                                                                                                                                                                    | <b>Form and Structure</b><br>-This is an <b>Elegy</b> , a poem of mourning.<br>-Strong sense of form despite the <b>free verse</b> , stream of consciousness addressing her son directly – poignant<br>-No rhyme scheme makes it melancholic<br>-Enjambment gives it an anecdotal tone.<br>-Nearly half the lines have caesura – she is trying to hold it together, but can't speak fluently as she is breaking inside.<br>-Rich texture of time shifts, and visual, aural and touch imagery.                                                                                                                       |
| <b>Charge of the Light Brigade by Alfred, Lord Tennyson</b><br><b>Themes:</b> Conflict, Suffering, Reality of War, Patriotism<br><b>Tones:</b> Energetic, Tragic, Haunting<br><b>Content, Meaning and Purpose</b><br>-Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War<br>-Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley.<br>-Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner.<br>-It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Bayonet Charge by Ted Hughes</b><br><b>Themes:</b> Conflict, Power, Reality of War, Nature, Bravery, Patriotism<br><b>Tones:</b> Bewildered, Desperate, Dreamy<br><b>Content, Meaning and Purpose</b><br>-Describes the terrifying experience of 'going over the top': fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy.<br>-Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war.<br>-Hughes dramatises the struggle between a man's thoughts and actions.                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>War Photographer</b><br><b>Themes:</b> Conflict, Suffering, Reality of War<br><b>Tones:</b> Painful, Detached, Angry<br><b>Content, Meaning and Purpose</b><br>-Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room.<br>-He appears to be returning to a warzone at the end of the poem.<br>-Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context</b><br>-As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda.<br>-Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: <b>"Someone had blunder'd"</b> .<br>-This was a controversial point to make in Victorian times when blind devotion to power was expected.                                                                                                                                                                                                                                                                 | <b>Form and Structure</b><br>-This is a ballad, a form of poetry to remember historical events – we should remember their courage.<br>-6 verses, each representing 100 men who took part.<br>-First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive.<br>-Dactylic dimeter ( <b>HALF-a leaguer / DUM-de-de</b> ) mirrors the sound of horses galloping and increases the poem's pace.<br>-Repetition of <b>"the six hundred"</b> at the end of each stanza (epitrophe) emphasises huge loss. | <b>Context</b><br>-Published in 1957, but most likely set in World War 1.<br>-Hughes' father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare.<br>-He draws a contrast between the idealism of patriotism and the reality of fighting and killing. ( <b>"King, honour, human dignity, etcetera"</b> )                                                                                                                                                                                                                                                                                             | <b>Form and Structure</b><br>-The poem starts 'in medias res': in the middle of the action, to convey shock and pace.<br>-Enjambment maintains the momentum of the charge.<br>-Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts.<br>-Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.                                   | <b>Context</b><br>-Like Tennyson and Ted Hughes, Duffy was the Poet Laureate.<br>-Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects.<br>-The location is ambiguous and therefore universal: ( <b>"Belfast. Beirut. Phnom Penh."</b> )                                                                                                                                                                                | <b>Form and Structure</b><br>-Enjambment – reinforces the sense that the world is out of order and confused.<br>-Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding.<br>-Contrasts: imagery of rural England and nightmare war zones.<br>-Third stanza: A specific image – and a memory – appears before him.                                                                                                                                                                                                                                               |
| <b>Language</b><br>-"Into the valley of Death": this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience.<br>-"Jaws of Death" and "mouth of Hell": presents war as an animal that consumes its victims.<br>-"Honour the Light Brigade/Noble six hundred": language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group.<br>-"shot and shell": sibilance creates whooshing sounds of battle.                                                                                                                                                                                                            | <b>Form and Structure</b><br>-This is a ballad, a form of poetry to remember historical events – we should remember their courage.<br>-6 verses, each representing 100 men who took part.<br>-First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive.<br>-Dactylic dimeter ( <b>HALF-a leaguer / DUM-de-de</b> ) mirrors the sound of horses galloping and increases the poem's pace.<br>-Repetition of <b>"the six hundred"</b> at the end of each stanza (epitrophe) emphasises huge loss. | <b>Language</b><br>-"The patriotic tear that brimmed in his eye Sweating like molten iron": his sense of duty (tear) has now turned into the hot sweat of fear and pain.<br>-"cold clockwork of the stars and nations": the soldiers are part of a cold and uncaring machine of war.<br>-"his foot hung like statuary in midstride": he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality.<br>-"a yellow hare that rolled like a flame And crawled in a threshing circle": impact of war on nature – the hare is distressed, just like the soldiers                                                                                                | <b>Form and Structure</b><br>-The poem starts 'in medias res': in the middle of the action, to convey shock and pace.<br>-Enjambment maintains the momentum of the charge.<br>-Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts.<br>-Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.                                   | <b>Language</b><br>-"All flesh is grass": Biblical reference that means all human life is temporary – we all die eventually.<br>-"He has a job to do": like a soldier, the photographer has a sense of duty.<br>-"running children in a nightmare heat": emotive imagery with connotations of hell.<br>-"blood stained into a foreign dust": lasting impact of war – links to Remains and 'blood shadow'.<br>-"he earns a living and they do not care": 'they' is ambiguous – it could refer to readers or the wider world.                                                                                                 | <b>Form and Structure</b><br>-Enjambment – reinforces the sense that the world is out of order and confused.<br>-Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding.<br>-Contrasts: imagery of rural England and nightmare war zones.<br>-Third stanza: A specific image – and a memory – appears before him.                                                                                                                                                                                                                                               |
| <b>Kamikaze by Beatrice Garland</b><br><b>Themes:</b> Conflict, Power, Patriotism, Shame, Nature, Childhood<br><b>Tones:</b> Sorrowful, Pitiful<br><b>Content, Meaning and Purpose</b><br>-In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships.<br>-This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home.<br>-As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>The Emigree by Carol Rumens</b><br><b>Themes:</b> Conflict, Power, Identity, Protest, Bravery, Childhood<br><b>Tones:</b> Mournful, Defiant, Nostalgic<br><b>Content, Meaning and Purpose</b><br>-'Emigree' – a female who is forced to leave their country for political or social reasons.<br>-The speaker describes her memories of a home city that she was forced to flee. The city is now <b>"sick with tyrants"</b> .<br>-Despite the cities problems, her positive memories of the place cannot be extinguished.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Checking Out Me History by John Agard</b><br><b>Themes:</b> Power, Protest, Identity, Childhood<br><b>Tones:</b> Defiant, Angry, Rebellious, Cynical<br><b>Content, Meaning and Purpose</b><br>-Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history.<br>-Black history is quoted to emphasise its separateness and to stress its importance.                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Context</b><br>-Cowardice or surrender was a great shame in wartime Japan.<br>-To surrender meant shame for you and your family, and rejection by society: <b>"he must have wondered which had been the better way to die"</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Form and Structure</b><br>-Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society.<br>-The first five stanzas are ordered (whilst he is flying on his set mission).<br>-Only full stop is at the end of Stanza Five: he has made his decision to turn back.<br>-The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same.<br>-Direct speech ( <b>"My mother never spoke again"</b> ) gives the poem a personal tone.                  | <b>Context</b><br>-Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance.<br>-Increasingly relevant to many people in current world climate                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Form and Structure</b><br>-First person.<br>-The last line of each stanza is the same (epitrophe): <b>"sunlight"</b> : reinforces the overriding positivity of the city and of the poem.<br>-The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.                                                                                         | <b>Context</b><br>-John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s.<br>-His poetry challenge racism and prejudice.<br>-This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.                                                                                                                                                                                                                                                                                                          | <b>Form</b><br>-Dramatic monologue, with a dual structure.<br>-Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion).<br>-Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history).<br>-The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator's rejection of the rules.<br>-Repetition of <b>"Dem tell me"</b> : frustration. |
| <b>Language</b><br>-The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250.<br>-"dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance.<br>-"they treated him as though he no longer existed": cruel irony – he chose to live but now must live as though he is dead.<br>-"was no longer the father we loved": the pilot was forever affected by his decision.                                                                                                       | <b>Form and Structure</b><br>-Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society.<br>-The first five stanzas are ordered (whilst he is flying on his set mission).<br>-Only full stop is at the end of Stanza Five: he has made his decision to turn back.<br>-The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same.<br>-Direct speech ( <b>"My mother never spoke again"</b> ) gives the poem a personal tone.                  | <b>Language</b><br>-"I left it as a child": ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it).<br>-"I am branded by an impression of sunlight": imagery of light - it will stay with her forever.<br>-Personification of the city: <b>"I comb its hair and love its shining eyes"</b> (she has a maternal love for the city) and <b>"My city takes me dancing"</b> (it is romantic and passionate lover)<br>-"My city hides behind me": it is vulnerable and – despite the fact that she had to flee – she is strong.<br>-Semantic field of conflict: <b>"Tyrant, tanks, frontiers"</b> | <b>Form and Structure</b><br>-First person.<br>-The last line of each stanza is the same (epitrophe): <b>"sunlight"</b> : reinforces the overriding positivity of the city and of the poem.<br>-The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.                                                                                         | <b>Language</b><br>-Imagery of fire and light used in all three stanzas regarding black historic figures: <b>"Toussaint de beacon", "Fire-woman", "yellow sunrise"</b> .<br>-Uses non-standard phonetic spelling ( <b>"Dem tell me wha dem want"</b> ), to represent his own powerful accent and mixes Caribbean Creole dialect with standard English.<br>-"I carving out me identity": metaphor for the painful struggle to be heard, and to find his identity.                                                                                                                                                            | <b>Form</b><br>-Dramatic monologue, with a dual structure.<br>-Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion).<br>-Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history).<br>-The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator's rejection of the rules.<br>-Repetition of <b>"Dem tell me"</b> : frustration. |



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| <b>Ozymandias by Percy Bysshe Shelley</b><br><b>Themes:</b> Power of Nature, Decay, Pride<br><b>Tones:</b> Ironic, rebellious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>My Last Duchess by Robert Browning</b><br><b>Themes:</b> Power, Pride, Control, Jealousy, Status<br><b>Tones:</b> Sinister, Bitter, Angry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Tissue by Imtiaz Dharker</b><br><b>Themes:</b> Power of Nature, Control, Identity<br><b>Tones:</b> Gentle, Flowing, Ethereal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Content, Meaning and Purpose</b><br>-The narrator meets a traveller who tells him about a decayed statue that he saw in a desert.<br>-The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.'<br>-The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.                                                                                                                                                                                                                                                     |  | <b>Content, Meaning and Purpose</b><br>-The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour.<br>-He can finally control her by objectifying her and showing her portrait to visitors when he chooses.<br>-He is now alone as a result of his need for control.<br>-The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Content, Meaning and Purpose</b><br>-Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body.<br>-The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives.<br>-Also, although human life is much more precious, it is also fragile and temporary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Language</b><br>-'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator.<br>-'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone;<br>ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary.<br><b>'The lone and level sands stretch far away.'</b> : the desert is vast, lonely, and lasts far longer than a statue.                                                                                                                           |  | <b>Form and Structure</b><br>-A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human structures can be destroyed or decay.<br>-The iambic pentameter rhyme scheme is also disrupted or decayed.<br>-First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction.<br>-Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Form and Structure</b><br>-The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers)<br>-The lack of rhythm or rhyme creates an effect of freedom and openness.<br>-All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary.<br>-Enjambment between lines and stanzas creates an effect of freedom and flowing movement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Extract from The Prelude: Stealing the Boat by William Wordsworth</b><br><b>Themes:</b> Power of Nature, Fear, Childhood<br><b>Tones:</b> Confident > Dark / Fearful > Reflective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Storm on the Island by Seamus Heaney</b><br><b>Themes:</b> Power of Nature, Fear<br><b>Tones:</b> Dark, Violent, Anecdotal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>London by William Blake</b><br><b>Themes:</b> Power, Inequality, Loss, Anger<br><b>Tones:</b> Angry, Dark, Rebellious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Content, Meaning and Purpose</b><br>-The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature.<br>-At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore.<br>-He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.'<br>-We should respect nature and not take it for granted.                                                                                                                         |  | <b>Content, Meaning and Purpose</b><br>-The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations.<br>-When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war.<br>-The final line of the poem reveals their fear of nature's power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Content, Meaning and Purpose</b><br>-The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty.<br>-The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty.<br>-The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Language</b><br>-'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature.<br>-'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow.<br>-'nothing but the stars and grey sky': emptiness of sky.<br>-'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast).<br>-'Upreared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic.<br>-'There hung a darkness': lasting effects of mountain. |  | <b>Form and Structure</b><br>-First person narrative – creates a sense that it is a personal poem.<br>-The regular rhythm and enjambment add to the effect of natural speech and a personal voice.<br>-The extract can be split into three sections, each with a different tone to reflect his shifting mood:<br>Lines 1-20: (rowing) carefree and confident<br>Lines 21-31: (the mountain appears) dark and fearful<br>Lines 32-44: (following days) reflective and troubled<br>-Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Form and Structure</b><br>-A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees.<br>-Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city.<br>-First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Key themes and connections: poems that you might choose to compare</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Language for comparison</b><br><b>When poems have similarities</b><br>Similarly, ...<br>Both poems convey / address...<br>Both poets explore / present...<br>This idea is also explored in...<br>In a similar way, ...<br>Likewise, ...<br><b>When poems have differences</b><br>Although...<br>Whereas...<br>Whilst...<br>In contrast, ...<br>Conversely, ...<br>On the other hand, ...<br>On the contrary, ...<br>Unlike...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <b>Assessment Objectives</b><br>Ensure that your answer covers all of these areas:<br><b>AO1</b> <ul style="list-style-type: none"> <li>Write a response related to the key word in the question.</li> <li>Use comparative language to explore both poems.</li> <li>Use a range of evidence to support your response and to show the meaning of the poems.</li> </ul> <b>AO2</b> <ul style="list-style-type: none"> <li>Comment on the effect of the language in your evidence, including individual words.</li> <li>Identify any use of poetic techniques and explain their effects.</li> </ul> <b>AO3</b> <ul style="list-style-type: none"> <li>What might the poet's intentions have been when they wrote the poem?</li> <li>Comment on the historical context – when was the poem published and what impact might it have had then, and today?</li> </ul>                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>Poetic Techniques</b><br><b>LANGUAGE</b><br><b>Metaphor</b> – comparing one thing to another<br><b>Simile</b> – comparing two things with 'like' or 'as'<br><b>Personification</b> – giving human qualities to the non-human<br><b>Imagery</b> – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.<br><b>Tone</b> – the mood or feeling created in a poem.<br><b>Pathetic Fallacy</b> – giving emotion to weather in order to create a mood within a text.<br><b>Irony</b> – language that says one thing but implies the opposite eg. <i>sarcasm</i> .<br><b>Colloquial Language</b> – informal language, usually creates a conversational tone or authentic voice.<br><b>Onomatopoeia</b> – language that sounds like its meaning.<br><b>Alliteration</b> – words that are close together start with the same letter or sound.<br><b>Sibilance</b> – the repetition of s or sh sounds.<br><b>Assonance</b> – the repetition of similar vowel sounds<br><b>Consonance</b> – repetition of consonant sounds.<br><b>Plosives</b> – short burst of sound: t, k, p, d, g or b sound. |  | <b>STRUCTURE</b><br><b>Stanza</b> – a group of lines in a poem.<br><b>Repetition</b> – repeated words or phrases<br><b>Enjambment</b> – a sentence or phrase that runs onto the next line.<br><b>Caesura</b> – using punctuation to create pauses or stops.<br><b>Contrast</b> – opposite concepts/feelings in a poem.<br><b>Juxtaposition</b> – contrasting things placed side by side.<br><b>Oxymoron</b> – a phrase that contradicts itself.<br><b>Anaphora</b> – when the first word of a stanza is the same across different stanzas.<br><b>Epistrophe</b> – when the final word of a stanza is the same across different stanzas.<br><b>Volta</b> – a turning point in a poem.<br><b>FORM</b><br><b>Speaker</b> – the narrator, or person in the poem.<br><b>Free verse</b> – poetry that doesn't rhyme.<br><b>Blank verse</b> – poem in iambic pentameter, but with no rhyme.<br><b>Sonnet</b> – poem of 14 lines with clear rhyme scheme.<br><b>Rhyming couplet</b> – a pair of rhyming lines next to each other.<br><b>Meter</b> – arrangement of stressed/unstressed syllables.<br><b>Monologue</b> – one person speaking for a long time. |  |