

# Power and Conflict

## GCSE AQA Poetry Anthology Exam Preparation Pack

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# Contents

<b>Product Support from ZigZag Education .....</b>	<b>ii</b>
<b>Terms and Conditions of Use .....</b>	<b>iii</b>
<b>Teacher's Introduction.....</b>	<b>1</b>
<b>Student-friendly Specification Information.....</b>	<b>2</b>
<b>Revision of the Anthology.....</b>	<b>3</b>
Poem Summary Table.....	3
<b>Revision Activities .....</b>	<b>8</b>
Mind-mapping the Key Themes.....	8
Poetry Context Quiz.....	12
Revision Flash Cards: Quotation .....	19
Quotation Explosion .....	20
Quotation Explosion: Your Turn .....	21
Full Poem Quotation Explosion .....	22
Card Sort: Technique and Quotation.....	23
Poem Analysis.....	24
<b>Exam Preparation Activities .....</b>	<b>26</b>
Comparison Strategies 1.....	26
Comparison Strategies 2.....	27
Essay Planning Top Tips .....	28
Writing a Comparison Paragraph .....	29
Structuring a Comparison Essay .....	30
Poetic Devices.....	31
<b>Practice Exam-style Questions .....</b>	<b>32</b>
<b>AQA GCSE Student Self- or Peer-mark Scheme .....</b>	<b>33</b>
<b>Worked-through Example.....</b>	<b>34</b>
Breaking down the Question .....	34
Initial Planning .....	35
Planning a Response.....	36
Creating a Conceptualised Opening 1 .....	38
Creating a Conceptualised Opening 2 .....	39
Writing Your Response .....	40
Example Essay.....	42
Improve your Essay.....	44
<b>Sample Student Essays with Activities.....</b>	<b>46</b>
Example Essay 1.....	46
Example Essay 2.....	52
Example Essay 3.....	59
Example Essay 4.....	65
<b>Glossary .....</b>	<b>71</b>
<b>Answers .....</b>	<b>72</b>
Answers to Revision Activities .....	72
Answers to Exam Preparation Activities.....	77
Indicative Content for Practice Exam-style Questions .....	79
Answers to Worked-through Example .....	84
Answers to Sample Student Essays with Activities.....	86
<b>Appendices .....</b>	<b>89</b>
Appendix 1: Poem Summary Table (Blank) .....	89
Appendix 2: Mind-mapping the Key Themes (Blank) .....	90
Appendix 3: Essay Writing Frame (Blank).....	91

# Teacher's Introduction

This resource provides teachers and students with a clear and supportive framework to fully prepare them to answer a GCSE English Literature question based on AQA's *Power and Conflict* anthology.

Focusing entirely on the AQA English Literature: Paper 2, Section B (Poetry) question, the resource will guide you through each aspect of the exam, providing detailed support and a range of activities to break down the assessment objectives and provide you with all the tools required to effectively answer the exam question.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The Revision Section provides students with a complete summary table, outlining each poem in detail with its key themes, key quotes, key techniques and contextual information. As it is essential for students to learn the key quotations and key themes of each poem for the exam, the activities in this section provide a range of opportunities for students to develop the skills required to revise and retain a detailed knowledge of the poems and any relevant contextual factors surrounding them.

Drawing on the requirement for students to critically compare two poems in the exam, the Exam Preparation Activities section provides a range of structured activities that guide students through the planning stages to the construction stage of a comparative essay. The activities start with basic comparison techniques and opportunities for students to consolidate their previous revision of the poem's key quotations and themes, before moving on to give students the more specific tools required to plan and construct a detailed analytical comparison.

Providing a variety of exam-style questions for students to independently attempt, the resource also gives students a complete worked-through example, including a detailed breakdown of the specific assessment objectives, a fully annotated and marked modelled response and activities to enable students to compare their own responses with the example provided.

Furthermore, a range of modelled essays are provided covering levels 4 to 6 on the GCSE AQA mark scheme. For each modelled response, students are given a series of different activities to enable them to break down their understanding of the AOs, assess and improve the essay and attempt or compare their own work with the modelled examples provided. Alongside this, there is a fully annotated copy of each modelled essay with a detailed commentary and breakdown of the scores given for each assessment objective so that students can be clear about how to reach each AO and how to develop their responses to reach the higher levels on the mark scheme.

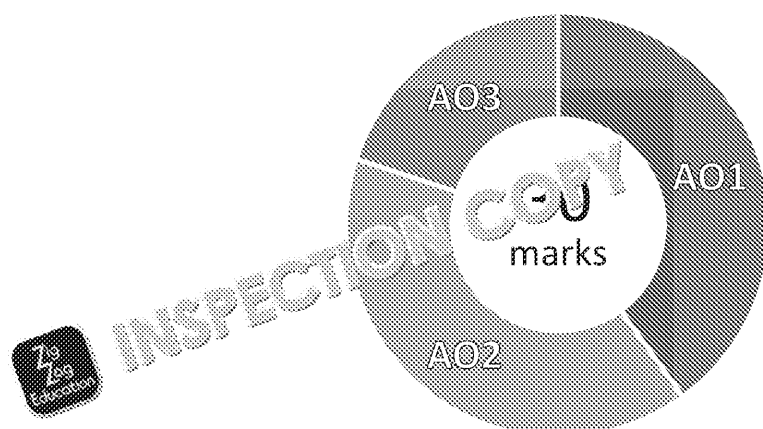
Overall, the activities, revision tools and modelled examples in the resource are widely varied and designed to give teachers and students confidence that they are meeting all AOs thoroughly and effectively when addressing the GCSE AQA Literature anthology question. A number of activities refer to a commonly used PEAL strategy of analysis. Remember, this is just one way of approaching analysis and you may wish to use a more open-ended 'What/Why/How?' method.

September 2023

# Student-friendly Specification Information

## AQA GCSE English Literature: Paper 2, Section B: Poetry

- Closed-book, written exam
- Based on 15 poems within a chosen anthology cluster (*either: Power and Conflict or Love, Relationships, War, World Wars and Lives*)
- Comparison question between two poems from the anthology (*one named poem to be chosen*)
- You will be given **10 minutes** of the named poem in the exam. You will need to compare it with another poem of your choice from the anthology.
- 30 marks in total:
  - AO1: 12 marks
  - AO2: 12 marks
  - AO3: 6 marks
- Paper 2 overall (sections A, B and C) is 2 hours 15 minutes long and is worth 70 marks
- You should spend **45 minutes** on the poetry question



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## Revision of the Anthology

### Poem Summary Table

Remember: You will not need to memorise quotations for your exam, but using this table will help you become familiar with the poems. This table has been provided in the Appendix so that you can create your own.

Poem	Key themes	Key quotations	Key techniques	Context
'Ozymandias'	Pride and arrogance The consistency of nature People and power	'vast and trunkless 'cold command' 'lone and level sands'	Juxtaposition Alliteration Sibilance Plosive	Percy Bysshe Shelley The poem is a warning about the real interest in the poem is the eventual decay of power and permanence
'London'	Government corruption The class divide Oppression People and power	'mind-forged manacles' 'marriage hearse' 'marks of weakness, marks of woe'	Repetition Oxymoron Metaphor Alliteration	William Blake The poem is a warning about the corruption of the people of misery and the mirroring of the industrial revolution and technology
'Extract from, The Prelude'	The sublime Nature's power The fragility of mankind Humanity vs nature	'glittering idly' 'a huge peak, black and huge' 'a tremendous power' 'a fearful thought'	Simile Metaphor Repetition Personification	William Wordsworth The poem is a reflection on the mind and the power of nature. It is inspired by the reflection of nature on the mind.

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Poem	Key themes	Key quotations	Key techniques	
'My Last Duchess'	Pride and jealousy Power and control Materialism People and power	'Half-flush that dies along her throat' 'I gave commands; / Then all smiles stopped together' 'As if she've'	Caesura Enjambment Rhyming couplets Clear and direct Monologue Violent imagery First-person conversational tone	Robert Browning creating dramatic irony and humour  The poem is set in Italy (1533) and describes the Duke poisoning his wife's favourite artists for his own pleasure
'The Charge of the Light Brigade'	Heroism Honour Patriotism	'Rode the six hundred' 'Honour the Light Brigade,' 'Into the valley of Death'	Rhyming triplets Alliteration Repetition Masculine/Feminine Ending Refrain	Alfred Lord Tennyson wrote this poem for most of the British public  The poem is about the Crimean War, honouring the soldiers who sacrificed their lives in the decision to charge the main force of the enemy who were cut off
'Exposure'	The horrors of war The futility of war Mankind vs nature	'Sudden successive flights of bullets' 'But nothing happens.' 'Dawn massing in the east her grim and blanketing armies'	Half-rhyme Rhetorical question Personification Simile Alliteration Metaphor Nature imagery Refrain	Wilfred Owen's poem is prominent in the context of World War I  His poems are written from the perspective of a soldier in the front line. Serving in the trenches, he describes the action of war and the impact it has on the soldiers  Depicting the horrors of war, the poem explores the physical and psychological effects of war on the soldiers and the impact of nature on the personal experience of the soldiers

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Poem	Key themes	Key quotations	Key techniques	
'Storm on the Island'	The power of nature Community Mankind vs nature Isolation	'We are prepared' 'like a tame cat / turned savage' '... a / empty / in'	Blank verse Personification Simile Conversational tone Enjambment Caesura Iambic pentameter	Seamus Heaney award-winning rural Ireland  At face value exploring the forces of nature could also in Northern
'Bayonet Charge'	The horrors of war The futility of war Patriotism	'Bullets smacking the belly out of the air' Terror's touchy dynamite' 'numb as a smashed arm'	In medias res (opening in the middle of the action) Alliteration Simile Violent imagery Personification Plosive	Ted Hughes British writer  Although he War II and being a war  The poem war. It comes war and his
'Remains'	Memories Inner conflict Guilt The horrors of war	'probably armed, possibly not' 'pain it's a / ... the '... in behind enemy lines'	In medias res (opening in the middle of the action) Enjambment Metaphor Repetition Irregular rhythm and rhyme Irregular stanzas	Simon Armitage (2019), his  The poem War and for  The poem of the look the soldier soldier's de

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Poem	Key themes	Key quotations	Key techniques	
'Poppies'	Inner conflict Memories Family and love War and conflict	'steeled the softening of my face' 'released a sorrow from its cage' 'leans against it like a wishbone'	Irregular rhythm Enjambment Metaphor Sibilance Simile	Jane Weir Ireland during the Troubles a result.  The poem is about losing a child who is going to school and  Although the poem reminds us of a day or history
'War Photographer'	Inner conflict The horrors of war Memories	'spools of suffering' 'a half-formed ghost' 'A hundred agonies in black-and-white'	Rhyming couplets Metaphor Plosive Caesura Enjambment Juxtaposition	Carol Ann Duffy previous Poem  Although the poem was written before the Vietnam War, the 'heat' alludes to the heat of war photography  The poem is a photograph about the war
'Tissue'	The fragility of humankind The impermanence of human life Priorities	'transparently our lives like paper kites' 'turned into your skin'	Enjambment Caesura Metaphor Alliteration Symbolism Irregular quatrains	Imtiaz Dhara Scotland, 1995  The poem is about our lives to be subtly of

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## Revision Activities

### Mind-mapping the Key Themes

#### Instructions

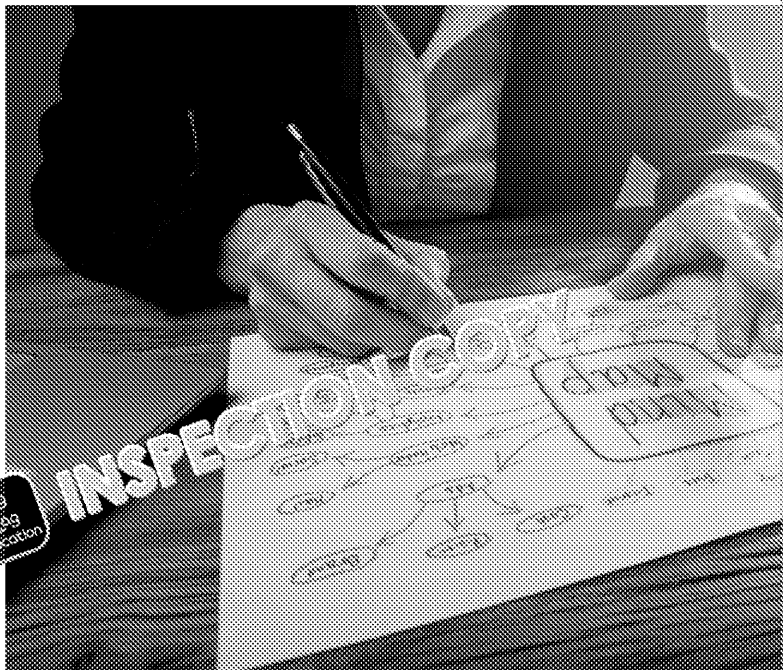
Identify the key poems for each theme...

1. In the circles, identify three poems that relate to the key theme of each mind map.
2. Now add any key quotations or lines from each poem that reflect the given theme.

Now add detail to your mind map...

3. Identify any significant language techniques.
4. Identify any structural techniques.
5. Write down any information about context.
6. Identify key messages and meanings in the poem.

**NOTE:** Please ensure plenty of space is left for notes.



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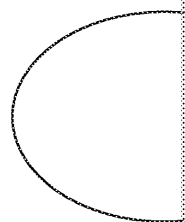
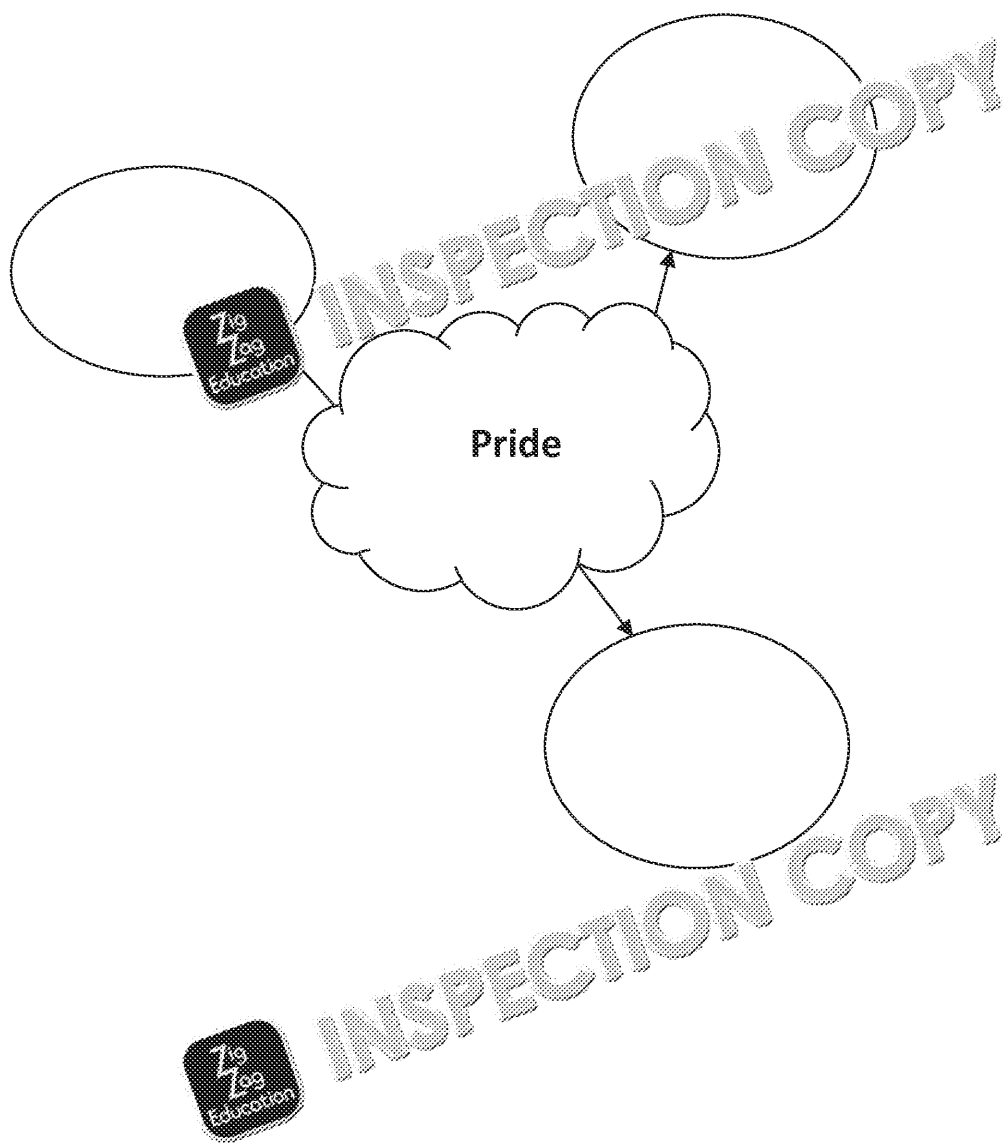




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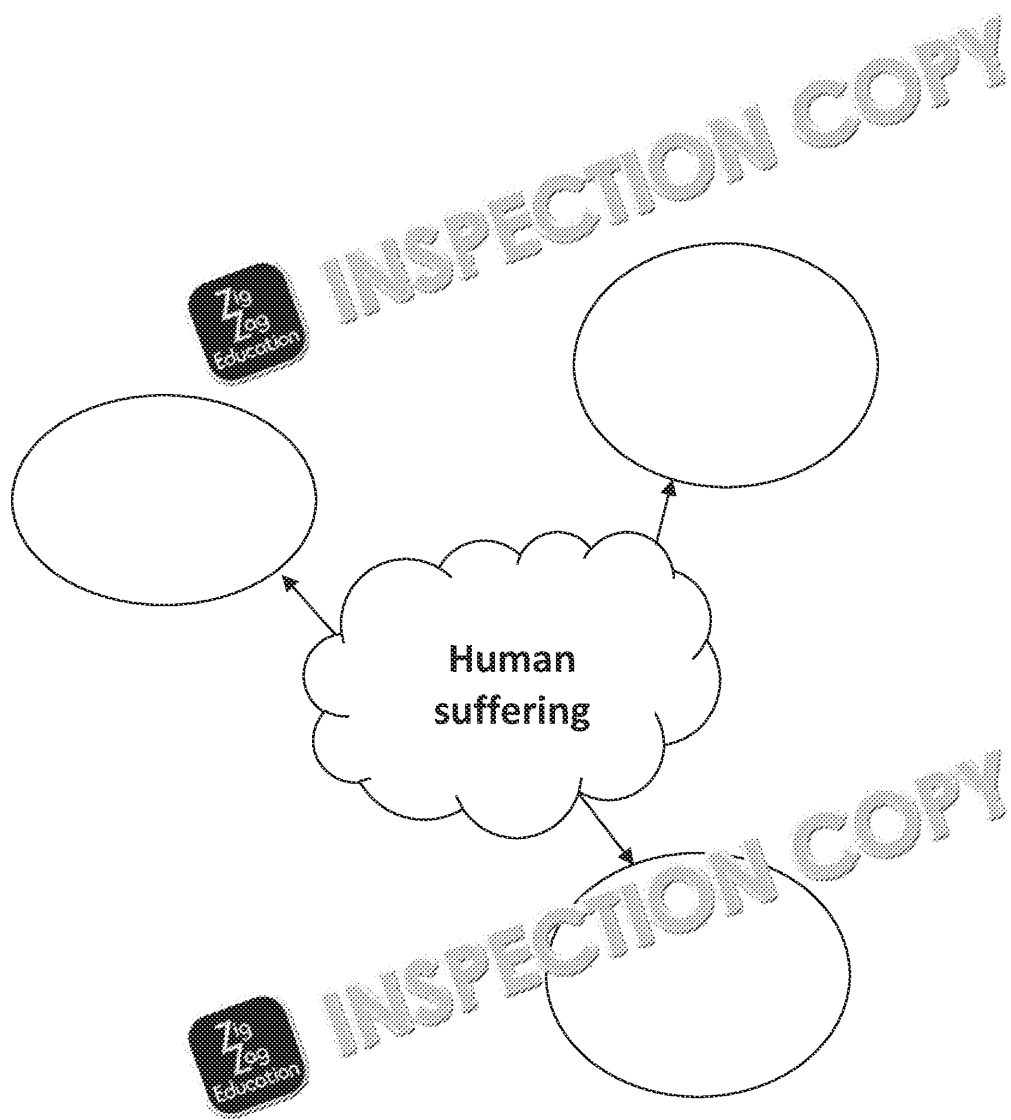




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## Poetry Context Quiz

1. a) Identify **three** ways that the suffering of front-line soldiers has been expressed in the poem.

i. ....

ii. ....

iii. ....

iv. ....

v. ....

b) How have Owen's personal experiences on the front line influenced the poem?

.....

.....

.....

.....

2. a) Which famous duke is the poem 'My Last Duchess' based around, and what was the cause of his death?

.....

.....

.....

.....

b) How does Browning's own views on wealth and materialism in society come across in the poem?

.....

.....

.....

.....

3. a) What happened during the Battle of Balaclava, and which poem honours the soldiers who fought there?

.....

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- b) To what extent is the poem considered a criticism of the poor decisions and how does the poet use the soldiers' deaths to reflect this?

.....

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4. a) Identify the ways in which PTSD is presented as affecting the soldier in

i. ....

.....

.....

.....

ii. ....

.....

.....

.....

iii. ....

.....

.....

- b) How does the poet's focus on the declining mental health of the soldier messages about war and conflict?

.....

.....

.....

.....

.....

5. a) Why has the poet chosen to remain unspecific about dates, reasons or 'the war'?

.....

.....

.....

- b) How does the universal nature of the poem draw out the deeper message?

.....

.....

.....

.....

.....

6. a) Why has the poet written 'Checking Out' with 'History' in Caribbean colloquialism highlight the messages in the poem?

.....

.....

.....

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- b) To what extent is 'Checking Out Me History' an exploration of oppression? How have the poet's own experiences influenced this?

.....

.....

.....

.....

.....

.....

.....

.....

.....



7. a) Name **three** criticisms of the Victorian government and class systems etc.

i. ....

ii. ....

iii. ....

- b) To what extent do the poet's descriptions of Victorian London reflect the poets of the time?

.....

.....

.....

.....



8. a) Explain what we know about the reign of Ramesses II of Egypt.

.....

.....

.....

.....

- b) As a Romantic poet, how do the poet's beliefs about nature and power reflect Ramesses II in 'Ozymandias'?

.....

.....

.....

.....



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9. a) List **three** ways that 'Storm on the Island' reflects the poet's life growing

- i. ....
- ii. ....
- iii. ....

b) Explain the violence of the storm presented in the poem and the influence of the events happening in Northern Ireland during the poem.

- .....
- .....
- .....

10. a) Identify **three** uses of language in 'Extract from, the Prelude' that highlight nature as a sublime and awe-inspiring force.

- i. ....
- ii. ....
- iii. ....

b) How do these reflect the views of Romantic poets of the era?

- .....
- .....
- .....

11. a) How many important uses for paper has the poet identified in 'Tissue'?

- .....
- .....
- .....
- .....
- .....

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- b) Why has the poet chosen to use the extended metaphor of tissue paper? examples used reflect our lives and families?

.....

.....

.....

.....

.....

.....

12. a) What is the poet's connection to World War I and World War II in 'Bayonet Charge'?

.....

.....

- b) What is significant about the fact that the poem was written in the aftermath of World War II? How does this influence the poet's message?

.....

.....

.....

.....

13. a) Identify **three** aspects of Japanese kamikaze culture that are explored in the poem.

i. ....

ii. ....

iii. ....

- b) To what extent does the poem criticise Japanese kamikaze culture?

.....

.....

.....

.....

.....

.....

14. a) Name **three** symbolic objects that reflect conflict or war in the poem 'Poppo'.

i. ....

ii. ....

iii. ....

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b) How has the poet taken these symbols and turned them into a person?

.....

.....

.....

.....

.....

15. a) List aspects of a war photographer's job, as described in 'War Photographer'.

.....

.....

.....

b) How does the poet's use of language reflect her attitude towards the role of the job they do?

.....

.....


.....

.....

.....

**CHALLENGE**

Group each of the 15 poems into three categories based on which categories to choose, but make sure you explain WHY you have grouped them.

1:	2:	3:
		

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## CHALLENGE

Explanation



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### Self-evaluation:

Use this space to write down the reasons whose context you feel less confident with. Use this list to plan your revision of context.



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## Revision Flash Cards: Quotation

Cut out the cards and lay them out. Using the quotation and context information down the name of the poem on the back of the card. Now, add two more quotations on each card.

**Remember:** You will not need to memorise quotations for your exam, but doing so will be familiar with some key points for analysis.

Use the cards for revision regularly. Try identifying the poems from the quotes, turn the cards over and try to place the other quotations for each poem.

 <p><b>'lone and level sands'</b></p> <p>Context: Based on Ramesses II of Egypt</p>	<p><b>'steeled the softening of my face'</b></p> <p>Context: Explores ideas of a mother's grief</p>	'a lan e
<p><b>'Dawn massing in the east her melancholy army'</b></p> <p>Context: Written by a front-line soldier about his experiences with the harsh weather conditions on the front line</p>	<p><b>'Bullets smacking the belly out of the air'</b></p> <p>Context: Growing up during World War I, the poet's father was a serving soldier in World War II</p>	ca
 <p><b>'translating with attention'</b></p> <p>Context: Explores the importance of paper and its role in connecting our lives together</p>	<p><b>'mind-forged manacles'</b></p> <p>Context: Criticises the corruption of those in power and the damage caused by their corruption</p>	po
<p><b>'probably armed, possibly not'</b></p> <p>Context: Explores the experiences of a soldier suffering from PTSD after his time serving in Iraq</p>	<p><b>'he must have wondered / which had been the better way to die.'</b></p> <p>Context: Explores the extreme beliefs of the samurai culture and the impact they have on the kamikaze pilots</p>	'N issu
 <p><b>'As if alive'</b></p> <p>Context: Centres around Alfonso, Duke of Ferrara, and the rumours surrounding the death of his first wife, Lucrezia</p>	<p><b>'spools of suffering'</b></p> <p>Context: Based on the experiences of an actual war photographer, questions society's apathy towards war and suffering</p>	C is se the

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### Example 1: Analysing Language

The metaphor of the adjective "the misery of inability to even when the

Further battle imagery reflects that the men are under attack from the weather as well as the enemy they lie in wait for.

A colour  
attention  
soldiers  
of their

The list links basic human rights such as 'human dignity' to stereotypical ideals such as 'honour' and fighting for 'King' and country. Suggests the soldiers have sacrificed their human rights for the sake of unfounded ideals of honour and glory.

The  
disre  
sprea  
destr

King, honour, human dignity, etcetera  
Dropped like luxuries in a yelling alarm

The simile 'Like a dropped bomb' linked to the verb 'Dropped' shows that in the heat of battle soldiers have lost everything in place of panic and suffering, including their human dignity. This criticises the damaging lie spread by propaganda to trick soldiers into signing up.

A blow  
the s  
ideas  
that  
those

## Quotation Explosion: Your Turn

Using the examples, have a go at exploding these quotations. Remember to draw link these examples to the context of each poem to develop the quality of your answer.

When you're done, select some more of the key quotations from the anthology to



This grew; I gave commands;  
Then all smiles stopped together. There she stands  
As if alive.



Nothing beside remains. Round the  
fallen colossal wreck, boundless  
The lone and level sands stretch far.



he's here in my head when I close my eyes,  
dug in behind enemy lines

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## Full Poem Quotation Explosion

Now that you can explode some key quotes effectively, have a go at breaking down the poem 'Poppies'.

*How do these key quotations explore ideas about love and loss in the poem?*

Spaces filled with paper



Steeled

I was brave, as I walked  
with you, to the front  
door, threw it open, the  
world overflowing like a  
treasure chest.



After you  
to you  
released

My stomach busy making  
tucks, darts, pleats, hat-  
less, without a winter  
coat or reinforcements of  
scarf, gloves.

I traced  
on the  
leaned

I listened, hoping to hear  
your playground voice  
catching on the wind.



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## Card Sort: Technique and Quotation

1. Cut out the cards below and match each technique card with the example of a poem each quote has been taken from?
2. In the space below each example, write down its effect and how it reflects the poet's message.

Technique Cards	Example
<b>Metaphor:</b> Comparing one thing with another figuratively	'De...'
<b>Personification:</b> Giving living qualities to an inanimate object	'mar...'
<b>Simile:</b> Comparing one thing with another by saying it is 'like' or 'as' it	'little fishing boat'
<b>Juxtaposition:</b> Placing two opposing ideas together within a text to highlight the differences	'It taste...'
<b>Alliteration:</b> The repetition of a particular sound at the start of words	"... Look on my despair! / Not...
<b>Sibilance:</b> Repetition of the soft 's' sound	'... Rural Eng...
<b>Oxymoron:</b> Two directly contrasting words placed side by side	'Sudden successive the...
<b>Colloquial language:</b> Language written in a way that reflects a person's speech	'His terror's...
<b>Caesura:</b> The use of punctuation within a line of poetry to create a dramatic pause for impact	'My city l...

### CHALLENGE

Where else has each technique been used in the anthology? Write down the poem above example. How have the techniques been used to present each poet's message?

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## Poem Analysis

1. Cut out the boxes for each question and reorder them to identify the structure of the paragraphs below.
2. Can you fill in the blanks to complete each of the paragraphs? Use the words in the box to help you.

### A) How is authority abused in 'London' and 'My Last Duchess'?

Furthermore, in his use of a very formal tone, it is made clear that the Duke wants to assert his authority over his guest. Stating that 'none puts by the curtain but me', the Duke is highlighting the Duke's obsessive and controlling behaviour which creates sympathy for the Duchess because \_\_\_\_\_

The abuse of authority is clear in both 'London' and 'My Last Duchess'. In 'London' we are presented with the corruption of an entire government, where authority is \_\_\_\_\_

His repetition of the phrase '\_\_\_\_\_ ' hints towards the Duke's obsession with control, suggesting that \_\_\_\_\_

In 'London', through his repetition of the noun '\_\_\_\_\_ ', the Duke emphasizes the fact that the city is almost entirely controlled and owned by the corrupt government. Furthermore, in linking this to the natural resource of the 'Thames', he is suggesting a government claiming ownership over resources that should be shared by all.

On the other hand, in 'My Last Duchess', the Duke's authority remains evident. By reminding his guest of his commands, he is drawing our attention to the Duke's belief in his own authority over his wife. This is further outlined when he implies that '\_\_\_\_\_ ', instantly suggesting that his controlling behaviour has had a negative impact on his last wife.

As a Romantic poet, Blake felt strongly about the importance and sublimity of nature, and consequently would have been outraged by any attempts to control and manipulate it. Therefore, his emphasis on the alliteration '\_\_\_\_\_ ' and '\_\_\_\_\_ ' suggests a belief that in trying to use its unnatural force of authority over nature, the Duke has created a sense of universal suffering.

### Missing Words/Phrases:

chartered	much more personal	virtuousness	all smiles
as if alive	the Duke was responsible for	woe	it highlights
	her death		and cruel

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# Exam Preparation Activities

## Comparison Strategies 1

For each table, you have been given one poem with three quotations and one key poem to compare each with and fill in the second column of each table.

**Remember:** In the exam you should be able to compare thematically, using quotations.

1.

Compare how ideas about <i>feelings of longing and loss</i> are presented in...	
'Poppy' – Jane Weir	Poem for comparison:
Quotation 1: 'steeled the softening of my face'	Quotation 1:
Quotation 2: 'individual war graves'	Quotation 2:
Quotation 3: 'leaned against it like a wishbone'	Quotation 3:

2.

Compare how ideas about <i>fear and panic</i> are presented in...	
'Bayonet Charge' – Ted Hughes	Poem for comparison:
Quotation 1: 'Suddenly he awoke and was running'	Quotation 1:
Quotation 2: 'shot-slashed furrows'	Quotation 2:
Quotation 3: 'His torso is so touchy dynamite'	Quotation 3:

3.

Compare how ideas about <i>duty and honour</i> are presented in...	
'Kamikaze' – Beatrice Garland	Poem for comparison:
Quotation 1: 'we too learned / to be silent'	Quotation 1:
Quotation 2: 'which had been the better way to die.'	Quotation 2:
Quotation 3: 'no longer the father we loved.'	Quotation 3:

### Memory Challenge

List all of the poems in the anthology that explore the themes listed above.

For each poem, write a brief outline of the ways in which the poet uses language and structure to present its message about the theme. (AO2)

### Writing

Using your knowledge of the tables above, write a paragraph explaining how each poem compares.

Can you explain how each poem influenced the poet's choice of language and structure?

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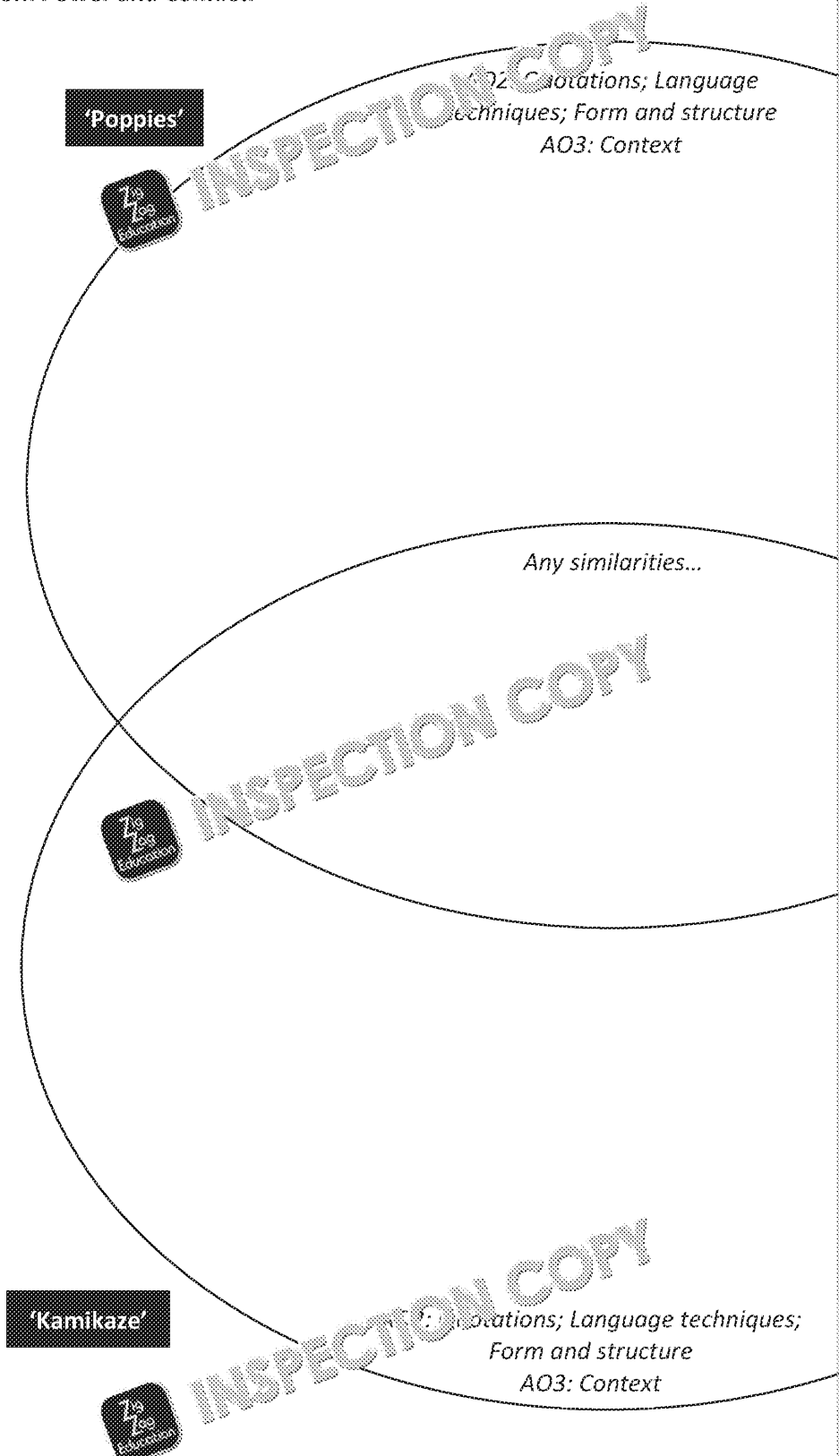


## Comparison Strategies 2

Fill in the Venn diagram to compare the two poems, based on the example question.

Compare how poets present the conflict between the past and the present in 'Poppies' from Power and Conflict.

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Once you've filled in the example Venn diagram, use the practice questions on page 2 for comparisons for the other questions.

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## Essay Planning Top Tips

### Planning Strategies:

1. Read the question and underline the key words.

What are the most important things to remember in the poetry question?

- You must choose two poems. One is given to you, the other you get to choose.
- Make sure your chosen poem explores the theme or idea discussed in the question.

2. Underline key quotations in the poem you've been given.

Remember:

- Underline a range of quotations that reflect the ideas discussed in the question.
- If you can, label the margin with the techniques used in your examples (e.g. metaphor, juxtaposition).

3. Jot down 3–5 key quotations from your chosen poem. Write these in the margin alongside the poem.

4. Jot down any other important factors that you need to include in your answer (e.g. context, form and structural points).

5. Write a brief list outlining each paragraph in your essay.

What will you include in each paragraph?  
What arguments will you make?

### Create Your Own Plan!

Now you've seen how to plan a response, select another question from page 2 and plan your own response to this question.

Aim to spend **no longer than 10 minutes** planning your response. Use this activity to practise getting your planning into this time limit!

### Planning

1. Compare how poets humanise in 'Extract from the other poem from the anthology'.

2. The horizon's bound  
As if with voluntary  
Upreared its head.  
And growing still in strength  
Towered up between

Powerful verb

3. Quotations from 'Tissue'  
'turned into your skin'  
'they fall away on a slip of paper'  
'might fly our lives like tissue'  
'transparent with attention'

4. **'Extract from, The Prelude'...**  
Romantic era  
Nature presented as sublime  
Reflection of Wordsworth's own experiences with nature  
Volta (mood shift) – shows profound power of nature  
Iambic pentameter

5.
  - Summarise how nature is fragile and how it is powerful between nature and the human world.
  - Personification of nature – simile 'like paper' (Include extended metaphor).
  - Volta – shows how the mood shifts from a consistent mood to a process of the mind.

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## Writing a Comparison Paragraph

Below is an example comparison paragraph. Read the paragraph and the annotations, then fill in the table below.

**Opening sentence:** Outline the overall topic of this paragraph. Make a general statement explaining how the key theme/idea is represented by each poem.

Subject terminology and integrated references to analyse language examples in Poem 1

Links to context

There is a clear conflict between humankind and nature in both 'Storm on the Island' and 'Exposure', with each reflecting the dominating and cruel force the weather inflicts on the people in its path. Whereas in 'Storm on the Island' Heaney chooses to **personify the weather in non-animalistic terms, using the simile 'like a tame cat to savage'** to draw out the wild and uncontrollable nature of the storm, on the other hand Owen portrays a much more personal and sadistic image of the weather in 'Exposure' which reflects the cruel circumstances suffered by Owen himself and the other soldiers in World War I. Opening his poem immediately with the violent personification of the wind as a 'merciless' assassin, he then immediately employs the violent phrase 'knives' to reinforce the deliberate cruelty that is being inflicted on the soldiers at the front. As a front-line soldier himself, this cruel conflict between nature and humanity is something which Owen, would have experienced first-hand.

**Concluding sentence:** Ask a question to ensure the reader has understood the paragraph.

What Should be Included in My Comparison Paragraph?

1	
2	
3	
4	
5	
6	

**Writing your opening sentence:**  
Now that you have analysed the question, write your opening sentence in the style of the question. Remember to use your chosen response. Are there any points to be added?

**Extended writing:**  
Now it's time to write your extended response. Remember: Use high-quality comparison terminology effectively, a range of subject terminology to build your argument.

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## Structuring a Comparison Essay

Cut out the statements below and arrange them in the correct order.

Use effective connectives (e.g. furthermore, in addition) to open your second paragraph so your essay to flow well.

Bring in your first example from the first poem. Embed it into the text using PEAL terminology to explain why a certain technique is used.

Bring in an embedded example from the second poem (from memory) and use PEAL terminology to name any techniques used.

Use a comparison connective to link the poems together.

Summarise how each poem explores the theme or topic outlined in the question and provide a summary of the links between the context of the poem and the writer's message.

Analyse the second poem's embedded quotations and link this to the context of the poem.

Give a clear, analytical explanation about your first embedded quotation from the first poem and the writer's message.

Continue your essay, using PEAL to compare each poem and comparison connectives. (You should aim for four paragraphs using this structure.)

Use comparison connectives to link the poems in your second argument.

Use PEAL to connect your second argument to the other poem. Remember to link back to the context of the poem.

Rewrite the question in statement form, explaining clearly how the key topic is explored in each poem.

Bring in your second argument for the first poem. Talk about the first poem using PEAL (Evidence, Analyse, Link).

Now that you have identified the correct structure for your comparison essay, use the template to answer the practice exam-style question.

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## Poetic Devices

Can you find these examples in the anthology poems? See how many of them you can!

### Form and structure

**Free verse** – poetry with no set rhythm or rhyme scheme

**Caesura** – a pause within a line of poetry for effect

**Enjambement** – when a line of poetry runs into the next line without a punctuation break

**Refrain** – the repetition of a line or phrase within a poem

**Internal rhyme** – two words within the same line that make the same sound (rhyme)

**Rhyming couplet** – a pair of rhyming lines within a poem

**Rhythm** – the flow and pattern of the sounds within a poem

**Rhyme scheme** – the pattern of rhyming words within a poem (e.g. AABB, ABAB)

**Dramatic monologue** – a form of poetry that tells a story through the voice of an individual speaker/character

### Language

**Alliteration** – a short burst of repeated consonants at the start of words

**Personification** – giving human qualities for effect

**Simile** – comparing one thing to another using the term 'like' or 'as'

**Sibilance** – the repetition of 's' sounds to create a soft sound in a poem

**Oxymoron** – two opposite ideas put side by side

**Onomatopoeia** – a word that imitates a sound (e.g. bang, snap)

**Juxtaposition** – two opposite ideas placed next to each other for effect

**Metaphor** – comparing two things figuratively

**Consonance** – the repetition of consonant sounds in words

**Alliteration** – the repetition of the same consonant at the start of words, e.g. 'the' 'the' 'the'

### TO SHOW CONTRAST...

On the other hand...  
Alternatively...  
Conversely...  
However...  
Another interpretation...  
From another perspective...  
In contrast to this...  
Inversely...  
On the contrary...

## COMPARISON WRITING



Key Words

### TO SHOW SIMILARITY...

Similarly...  
Likewise...  
As with...  
Comparatively...  
Identically...  
In a similar way...  
Equally...  
Comparably...  
Equivalently...

### ANALYSIS WORDS

Demonstrates...	Reinforces...
Connotes...	Evokes...
Accentuates...	Infers...
Exhibits...	Illustrates...
Creates...	Suggests...

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## Practice Exam-style Question

1. Compare how poets present the fragility of humankind in 'Extract from, The Waste Land' and 'The Charge of the Light Brigade' from Power and Conflict.
2. Compare how poets present the conflict between humankind and nature in 'The Waste Land' and 'The Charge of the Light Brigade' from Power and Conflict.
3. Compare how poets present the conflict between humankind and nature in 'The Waste Land' and 'The Charge of the Light Brigade' from Power and Conflict.
4. Compare how poets present ideas about feelings of abandonment in 'The Waste Land' and 'The Charge of the Light Brigade' from Power and Conflict.
5. Compare how poets present ideas about emotional anguish in 'The Waste Land' and 'The Charge of the Light Brigade' from Power and Conflict.
6. Compare how poets present the abuse of authority in 'My Last Duchess' and 'The Charge of the Light Brigade' from Power and Conflict.
7. Compare how poets present ideas about duty and honour in 'The Charge of the Light Brigade' and 'The Waste Land' from Power and Conflict.
8. Compare how poets present ideas about prejudice in 'The Charge of the Light Brigade' and 'The Waste Land' from Power and Conflict.
9. Compare how poets present the conflict between the past and the present in 'The Charge of the Light Brigade' and 'The Waste Land' from Power and Conflict.
10. Compare how poets present ideas about death and glory in 'The Charge of the Light Brigade' and 'The Waste Land' from Power and Conflict.

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## AQA GCSE Student Self- or Peer-mark

This mark scheme combines the ideas given in the AOs and the AQA mark scheme. You should use this to

		Level →	Level 0	Level 1	Level 2
			Nothing worthy of credit	Simple, explicit	Support relevant
Skills to demonstrate in your work	AO1	I demonstrate knowledge of the text*			
	AO1	I provide an informed personal response			
	AO1	I use references to the text to support my interpretations			
	AO2	I analyse the methods used by the author			
	AO2	I analyse the effects of these methods on the reader	If this is not done, give 0 marks for this		
	AO2	I use appropriate subject terminology			
	AO3	I understand the relationship between text and context			

\* This does not appear in the AQA SAMs mark scheme

Best area:
Areas to work

Teachers should refer to the mark schemes given on the AQA website for marking and to ensure students

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# Worked-through Example

## Breaking down the Question

1. Highlight the key words and phrases within the question. Identify the key theme asked to talk about.

Compare how poets present the theme of "Conflict between humankind and the Island" in one poem from Power and Conflict and one other poem from Power and Conflict.

You need to talk about the language and structural techniques used in each poem (including quotations).

Remember your comments should link back to the writer's intentions and the context.

Think about other poems that also talk about this theme. Which would be the best example for your comparison?

You need to keep this theme in mind as you plan and write, to help you stay on track.

You will need to highlight quotations and use them to support the theme.

2. Which other poems from the anthology talk about this theme effectively? List them below.

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3. Now, select the poem that you feel is the best match. Write three memorable lines from the poem below. (Try to do this from memory – it is good practice for your exam!)

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4. For each of the two poems, list any key devices (language, form or structure) that you will use in your essay.

'Storm on the Island'	Poem 2:
	

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## Initial Planning

1. Connect the poetic device to the correct example from the list of quotations

**Metaphor** references to Greek tragedy – highlights the fear and misery created by the storm

**Oxymoron** shows that the storm is unconcerned about its power and a frightening force on the island

**Simile** presents nature as something they've grown used to, yet the weather is unpredictable and unnervingly changeable, making it turn against them

**Oxymoron** highlights the impact of the storm despite its invisible nature

### 'Storm on the Island'

'We are prepared: we look our houses squat'

'Wizened earth'

'you know what I mean'

'Leaves and branches can raise a tragic chorus in a gale'

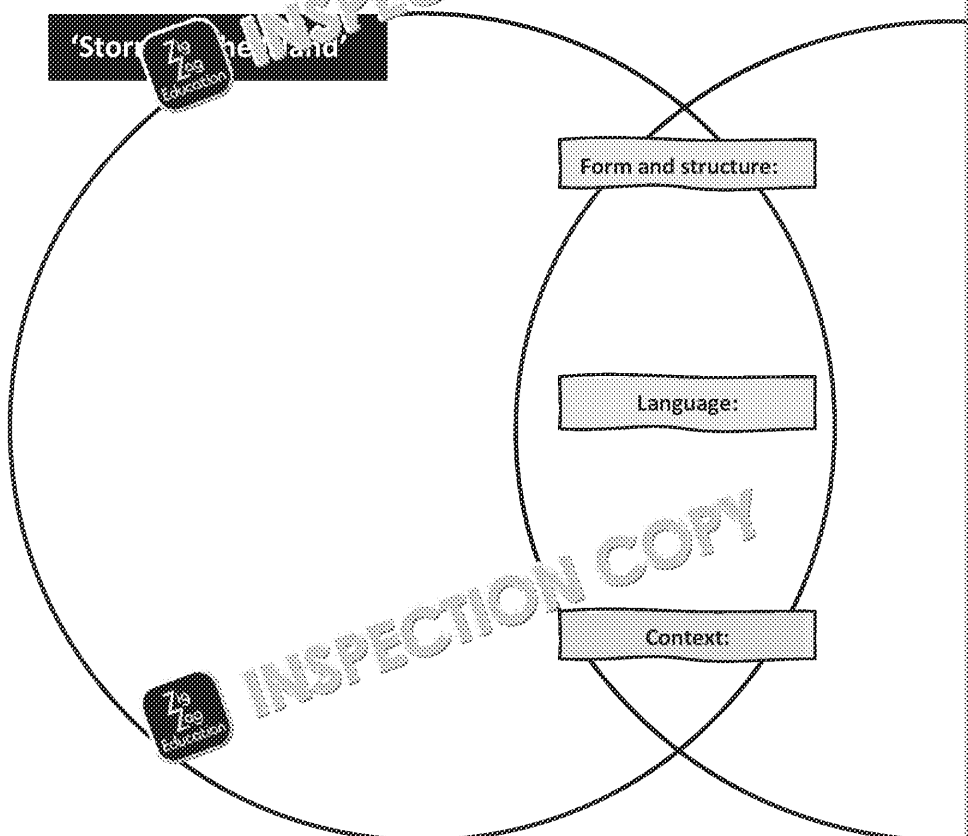
'Exploding comfortably'

'spits like a tame cat turned savage'

'We are bombarded by empty air'

'Strange, it is a huge nothing that we fear.'

2. Fill in the Venn diagram with notes and examples to compare your two poems



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## Planning a Response

Your essay should include a brief introduction, around three comparison PEAL (Point, Evidence, Analyse, Link) paragraphs and a conclusion to summarise and draw an original question. It will help you to stay on track in your essay if you plan out a brief paragraph plan for you.)

1. Fill in the grid to plan the structure of your essay before you begin. (I've done a paragraph plan for you.)

<p><b>Introduction:</b></p> <p>Start by turning the question into a question. The conflict between mankind and nature is presented in...</p> <p>Talk about the given poem first and summarise how the chosen theme is presented.</p> <p>Use <u>comparison connectives</u> to introduce the second poem. Summarise how this poem presents the specified theme.</p>	<p>In 'Down on the Island' the conflict between mankind and nature is presented by/as:</p> <p>On the other hand, in [Poem 2]...</p>
<p><b>PEAL Paragraph 1</b></p> <p><b>Point:</b> Outline the purpose of this paragraph, including subject terminology to explain the method used.</p> <p><b>Evidence:</b> Use short integrated quotations to back up your point.</p> <p><b>Analyse:</b> How do these examples highlight the writer's message?</p> <p><b>Link:</b> Link your response to contextual influences that may impact the poet's meanings.</p> <p>Comparison connective...</p> <p>You should then follow the above structure for the second poem... (or not)</p>	<p><b>Point:</b> Heaney uses the indefinite article to make the storm sound indifferent.</p> <p><b>Evidence:</b> 'a tame cat', 'a gale'</p> <p><b>Analyse:</b> The use of the indefinite article makes it seem like the storm's violence is not personal, which gives the sense that the islanders are used to and accepting of the dangers of the weather in this place.</p> <p><b>Link:</b> Given Heaney's own upbringing in rural Ireland, the poem can be seen as a reflection of the isolation and bleakness of island life.</p> <p>Comparison connective: <i>Conversely / Alternatively / On the other hand...</i></p>

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<p><b>PEAL Paragraph Two:</b></p> <p><b>Point:</b> Outline the main purpose of this paragraph (focus on the question).</p> <p><b>Evidence:</b> Use subject terminology and short integrated quotations to back up your point.</p> <p><b>Analyse:</b> How do these examples highlight the writer's message?</p> <p><b>Link:</b> Link your response to contextual influences that may impact the poet's meanings.</p> <p><i>Comparison connective...</i></p> <p>You should then follow the above structure for the second poem... (PEAL)</p>	<p><b>Point:</b></p> <p><b>Evidence:</b></p> <p><b>Analyse:</b></p> <p><b>Link:</b></p> <p><b>Comparison connective:</b></p>	<p><b>Point:</b></p> <p><b>Evidence:</b></p> <p><b>Analyse:</b></p> <p><b>Link:</b></p>
<p><b>PEAL Paragraph Three:</b></p> <p><b>Point:</b> Outline the main purpose of this paragraph (focus on the question).</p> <p><b>Evidence:</b> Use subject terminology and short integrated quotations to back up your point.</p> <p><b>Analyse:</b> How do these examples highlight the writer's message?</p> <p><b>Link:</b> Link your response to contextual influences that may impact the poet's meanings.</p> <p><i>Comparison connective...</i></p> <p>You should then follow the above structure for the second poem... (PEAL)</p>	<p><b>Point:</b></p> <p><b>Evidence:</b></p> <p><b>Analyse:</b></p> <p><b>Link:</b></p> <p><b>Comparison connective:</b></p>	<p><b>Point:</b></p> <p><b>Evidence:</b></p> <p><b>Analyse:</b></p> <p><b>Link:</b></p>
<p><b>Conclusion:</b> How will you summarise the points made?</p>	<p><b>'Storm on the Island':</b></p> <p><b>Poem 2:</b></p>	

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2. Now, go through the plan and highlight and label where you find examples of the
- AO1: Language, structure and form comments (including quotations)
  - AO2: Subject terminology – used to analyse the writer's methods
  - AO3: Comments on the context and links to the writer's methods

## Creating a Conceptualised Opening 1

In the exam, your introduction will need to be clear, concise and focused fully on the question.

You will need to make it clear where you stand on your argument and highlight what you will be heading.

The most effective way to craft a level 5 response is to carefully consider the key concepts in the essay and map out your argument with the use of clear, effective topic sentences.

So, let's start with our opening paragraph...

How do we create a conceptualised opening for this question?

*Compare how poets present the conflict between humankind and nature in 'Storm on the Island' and in one other poem from Power and Conflict.*

**Start with a clear, conceptualised topic sentence:**

There is ***an unmistakable conflict*** between humankind and nature in 'Storm on the Island' and 'Exposure', with ***each poet skilfully reflecting*** the dominant theme that the weather can inflict on the people in its path...

Critical vocabulary guides your essay towards a more exploratory and detailed response.

The topic sentence focus on the question and introduces both poems clearly.

### Topic Sentence Activity:

Look at the above example topic sentence breakdown. How might the direction of your argument change if you were to change the poems/themes explored?

Have a go at writing your own topic sentence for the following questions:

1. Compare how poets present the conflict between humankind and nature in 'The Prelude'.
2. Compare how poets present a sense of collective suffering in 'Storm on the Island'.

### CHALLENGE

Explain how your topic sentence has changed for each of the questions. How did you alter your topic sentence to focus your argument on the key themes of the question?

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## Creating a Conceptualised Opening 2

Now that you have your topic sentence, use it to guide the rest of your paragraph to develop your argument in more detail, remembering to focus on AO1, AO2 and AO3.

There is an unmistakable conflict between humankind and nature in both 'Exposure' and 'Storm on the Island', with each poet skilfully reflecting this dominating and cruel force of nature and how it can inflict on the people in its path. Whereas in 'Storm on the Island' Heaney portrays the weather in more animalistic terms, using the simile 'like a tame cat turning wild and unaccountable', to describe the nature of the storm, Owen portrays a much sadder and more violent weather in 'Exposure', which reflects the cruel circumstances of the soldiers in World War I. Opening the poem with a violent personification of the wind as a 'merciless' assassin, he then immediately uses the violent phrase 'knife us' to reinforce the deliberate cruelty that is being experienced at the front line – something which Owen, as a serving soldier in World War I, experienced first-hand. This contrast can be seen further in each poem as Owen uses the indefinite article to refer to the effects of the storm in 'Storm on the Island' as 'a tragic chorus', 'a tame cat' and 'a gale', he accentuates the impersonal and cruel nature of the storm, drawing our attention to the fact that the islanders themselves do not feel the effects of the actions of the wind, which is further highlighted by the statement 'we are' in the opening line of the poem.

### Pick apart the conceptualised opening:

1. Remind yourself, what is the main line of argument?
2. Using different coloured highlighters, identify where the opening has:
  - a) Used subject terminology to enhance their argument (AO1)
  - b) Included quotations that are relevant to their argument (AO1)
  - c) Used comparison connectives to connect arguments about each poem (AO1)
  - d) Explained the links between the poem and context (AO3)

Now that you've identified how the opening has been constructed, let's dig deeper!

3. How do each of the language examples used highlight the main argument?
4. How do the comments on context keep their focus on the main argument?
5. How do the analysis comments link back to the main argument?

### Activity 1

Now that you've identified the main line of argument, pick apart the conceptualised opening sentence from the previous page and identify where the opening has:

### Activity 2

Pick apart your opening sentence using the questions above. Does yours compare the two poems? Have you identified the main thread of your argument?

### Activity 3

Now that you've identified the main line of argument, pick apart the opening of your paragraph and identify where the opening has:

Use the writing example on the previous page as a guide if needed.

### Remember your Assessment Objectives

- AO1: Language, structure and form comments (including subject terminology)
- AO2: Subject terminology – used to analyse the writer's language
- AO3: Comments on the context and links to the writer's context

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## Writing Your Response

Compare how poets present the conflict between humankind and 'Island' and in one other poem from Power and Conflict

1. Use your planning grid and the writing frame below to construct your essay. Use the bottom of the page to make sure you have covered all the AOs in good detail.

**Introduction:** Brief comparison of how each poem presents the theme



**PEAL Paragraph One:** PEAL (Poem 1) – comparison connective – PEAL (Poem 2)



**PEAL Paragraph Two:** PEAL (Poem 1) – comparison connective – PEAL (Poem 2)



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**Conclusion:** Brief summary of the main messages and links to the question

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### Essay-writing Checklist

- ☐ 1. An introduction that gives a brief answer to the question and compares the two poems
- ☐ 2. Three detailed PEAL paragraphs that compare and link the two poems
- ☐ 3. Use of comparison connectives throughout
- ☐ 4. Subject terminology used to analyse language, form and structure
- ☐ 5. Short and carefully selected quotations (integrated into the text)
- ☐ 6. Detailed analysis – explaining how the writer has put across their message
- ☐ 7. References to historical and social context and links to the writer's message
- ☐ 8. A brief conclusion, summarising the key messages in each poem and presents the key theme in relation to the question

#### Remember:

- ☐ Check your work thoroughly for SPAG errors.
- ☐ Write in a clear, direct and authentic voice.
- ☐ Ensure that your response remains focused on the question at all times.



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## Example Essay

Compare how poets present the conflict between humankind and 'Storm on the Island' and in one other poem from Power and Conflict.

There is an unmistakeable conflict between humankind and nature in both 'Exposure' and 'Storm on the Island', with each poet skilfully reflecting the dangerous and cruel force the weather has on the people in its path. Whereas in 'Storm on the Island', Heaney chooses to personify the weather in animalistic terms, using the simile 'like a cat turned savage' [AO1: Integrated references], Owen portrays a much more impersonal and uncontrollable force. In 'Exposure', the storm, Owen portrays a much more impersonal and uncontrollable force. In 'Exposure', the weather is personified as a 'merciless' assassin, using the violent phrase 'knife us' [AO1: Short, carefully integrated quotations] to represent that is being inflicted on the soldiers at the front line – something which Owen, as a soldier in World War I, would have experienced first-hand [AO2: Analysis of writer's methods; AO3: Context]. This contrast can be seen further in each poem as Heaney chooses the indefiniteness of the storm in 'Storm on the Island' [AO2: Subject terminology]. Using the terms 'a cat' and 'a gale' [AO1: Integrated references], he accentuates the impersonal and unpredictable nature of the storm, drawing our attention to the fact that the islanders themselves do not feel fully victimised by the weather, which is further highlighted by the statement 'we are prepared' in the opening line of the poem [AO1: Effectively integrated quotations].

A reflection of Heaney's own upbringing in Northern Ireland [AO3: Context], the poem's highlight on the resourcefulness of humankind is evident through the use of the collective pronoun 'we' [AO2: Subject terminology; AO1: Integrated references], showing the islanders' preparations against the storm, such as 'we build our houses squat' and 'we stack our logs and pile our stones' [AO1: Integrated references]. This use of 'we' evokes a sense of the collective strength and solidarity of the islanders, despite their isolated and vulnerable position. In contrast, Owen uses the definite article, 'the', throughout 'Exposure' to emphasise the specific and impersonal nature of the weather and its spiteful effects once again on the men. Like Heaney, he contrasts the personal pronoun 'we', showing that he is one with the other soldiers [AO2: Analysis of writer's methods; AO3: Links to context]. However, the overriding implication in 'Exposure' is one of collective suffering and the harsh conditions for the soldiers on a deeper level [AO3: Writer's message and ideas].

Furthermore, the use of battle imagery in both poems elicits a reminder of war. In referring to dawn's 'melancholy army' [AO1: Integrated references], Owen compares the weather to an army of manovres deployed against the men by the weather, drawing out a comparison between the storm and those at the top who are callously controlling the fate of the soldiers [AO2: Writer's purpose to context]. Likewise, Heaney's use of violent verbs in 'Storm on the Island' creates an impression that the islanders are under attack. In his use of the verbs 'exploding', 'bursting' and 'blasting' [AO1: Integrated references; AO2: Language analysis], he immediately presents an image of an explosive battle raging, something which Heaney's own experiences of the weather in Ireland, could be seen to reflect the difficulties faced in the country during the Troubles [AO3: Writer's message and ideas].

In a similar way, there is a stark contrast in the representation of the weather in 'Exposure' and 'Storm on the Island'. Heaney's use of blank verse [AO2: Form and structure] and enjambment to describe the wild nature of the storm in 'Storm on the Island'. This is emphasised further by the use of the collective pronoun 'we' [AO2: Subject terminology], 'exploding comfortably' and 'huge nothing' [AO1: Integrated references], highlighting the changeable and unpredictable nature of the storm [AO2: Language analysis].

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and structure], Heaney furthermore creates a short and 'squat' poem, represented by the islanders in preparation for the storm, thus emphasising the direct unpredictable weather and the careful preparation of the islanders in their collective attack [AO2: Analysis of structural features]. On the other hand, in 'Exposure' structured stanzas and a consistent use of rhyme and half-rhyme throughout reinforcing the idea that the men are victim to the calculating and spiteful power of the refrain 'But nothing happens' at the end of his stanzas evokes a sense of wait is both agonising and long [AO2: Structural analysis] while simultaneously sending a message about the futility of war [AO1: Linking poet's message to context].

To further emphasise this sense of insignificance, both poets emphasise the isolation of the islanders. Heaney isolates his final line of his poem, using caesura to slow the pace and draw attention to the final remark: 'it is a huge nothing that we fear' [AO2: Language and structural analysis]. The on the fear evoked by something seemingly invisible like the wind [AO3: Writer's technique], the oxymoron with 'huge nothing' is used to demonstrate how looks can be deceiving, apparent innocence, can turn 'savage' in an instant [AO2: Language analysis using carefully integrated quotations], the final line of the poem could equally be seen as a comment on Northern Ireland, commenting on the violent consequences created by the intense conflict [AO3: Historical context]. Similarly, Owen's repetition of the word 'nothing' leaves a message that the soldiers are trapped in limbo, the assault of the weather further emphasising the sense of isolation [Language comments, linked to poet's message]. He too leaves 'Exposure' with the refrain 'But nothing happens' to accentuate the cycle of frustration and misery that the soldiers are experiencing, leaving a feeling of pathos in the reader. Like the soldiers in the poem, Owen leaves us in a state of anticipation, an indication of the future battle or the fate of the surviving soldiers, thus skilfully linking the poem to those in the trenches during World War I [AO3: Historical context linked to poet's message].

To conclude, each poet creates a stark representation of the conflict between the poems, highlighting the merciless and uncaring nature can be in its attack on the islanders. Heaney emphasises the animalistic and unpredictable attributes of the islanders, while in 'Exposure', Owen reinforces the 'merciless' cruelty of nature and spiteful actions against the soldiers who are trapped in the torturous conditions. Despite their differences, however, both poets skilfully demonstrate the overriding theme of the poems, reminding the reader that humankind in comparison is clearly vulnerable to the dominant force [AO1: Critically compares the two poems, linking back to the question and contextual links for each poem].

#### Commentary:

The depth of critical analysis and the consistent and effective use of integrated terminology are particular strengths of the essay. The student draws on regular critical language, giving very precise and specific comments relating to the writer's methods and how they achieve their effects.

Throughout there is a clear structure, and the analysis flows logically, drawing out links between the poems in a coherent manner.

The essay also makes effective comments about the context of each poem, linking them to the overall theme of the poems. However, there are some missed opportunities to draw out further context, and the essay could have moved further into the level.

AO1: 11, AO2: 11, AO3: 4

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## Improve your Essay

Compare your own essay with the essay extracts in the table below. This exercise is to help you see if you are meeting the assessment objectives and the areas you still need to focus on.

### Comparison Activity:

- Using three different colours, highlight where each extract meets each of the assessment objectives.
- Write examples in the right-hand column of where you have used the three assessment objectives.

<p>There is a clear conflict between humankind and nature in both 'Storm on the Island' and 'Exposure', with each poet reflecting the destructive and cruel force the weather can inflict on the people's path. Whereas in 'Storm on the Island' Heaney chooses to personify the weather in more animalistic terms, using the simile 'like a tame cat turned savage' to draw out the wild and uncontrollable nature of the storm, Owen portrays a much more personal and sadistic image of the weather in 'Exposure', which reflects the cruel circumstances suffered by Owen himself and the other soldiers in World War I. Opening the poem immediately with the violent personification of the wind as a 'merciless' assassin, he then immediately employs the violent phrase 'knife us' to reinforce the deliberate cruelty that is being inflicted on the soldiers at the front line, something which Owen, as a serving soldier in World War I, would have experienced first-hand.</p>	<p>AO1:</p> <p>AO2:</p> <p>AO3:</p>
<p>In a similar way, there is a stark contrast in the representation of the weather in each poem. Heaney's use of blank verse and iambic pentameter reflects the uncontrolled and wild nature of the storm in 'Storm on the Island'. This is emphasised further with his use of oxymorons, 'exploding comfortably' and 'huge nothing', to show the changeable and unpredictable nature of the storm. By using just 19 lines, Heaney furthermore creates a short and 'squat' poem, representative of the style of the houses built by the islanders in preparation for the storm, thus emphasising the direct conflict between the wild and unpredictable weather and the careful preparation of the islanders in their collective defence against nature's attack. On the other hand, in 'Exposure', Owen presents us with clearly structured stanzas and a consistent use of rhyme and half-rhyme throughout, reinforcing the idea that the men are victim to the calculating and spiteful weather. Moreover, his use of the refrain 'nothing happens' at the end of his stanzas creates a sense of poignancy, suggesting the men's resignation and long while simultaneously establishing his overriding message about the futility of war.</p>	<p>AO1:</p> <p>AO2:</p> <p>AO3:</p>

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To further illustrate this sense of insignificance, both poets emphasise the word 'nothing' in their poems. Heaney isolates the final line of his poem, using caesura to slow the pace and draw our attention directly to his final remark: 'it is a huge nothing that we fear'. Here, he is commenting on the fear evoked by something seemingly invisible like the wind. Whereas the use of oxymoron with 'huge nothing' is used to demonstrate how looks can be deceiving and that nature, despite its apparent innocence, can turn 'savage' in an instant, the final line of the poem can equally be seen to reflect the conflict in Northern Ireland, commenting on the violent consequences created by the intangible notions of politics and faith. Similarly, Owen's repetition of the word 'nothing' leaves his reader with the overriding message that the soldiers are trapped in limbo, the assault of the weather furthering their suffering. He too leaves 'Exposure' with the isolated line 'But nothing happens' to accentuate the cycle of frustration and misery that the soldiers are trapped in and to draw out a feeling of pathos in the reader. Like the soldiers in the poem, Owen leaves us in a state of limbo, giving us no indication of the future battle or the fate of the surviving soldiers, thus skilfully mimicking the cycle of frustration of those in the trenches during World War I.

AO1:

AO2:

AO3:

## Personal Essay Commentary

Based on the mark scheme, I would grade my essay: .....

I have given it this mark because: .....

My strongest / most effective areas were: .....

An area for improvement next time is: .....

## Assessment objectives

AO1: Language, structure and form (including quotations)

AO2: Subject terminology used to analyse the writer's methods

AO3: Context and links to the writer's methods

## CHALLENGE

Which other poems highlight ideas about the **conflict** between

1. Select two different poems and list the ways each poem presents the above
2. Write a detailed analytical paragraph exploring how this theme is presented

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## Sample Student Essays with Active

Compare how poets present ideas about emotional anguish in 'War Photographer' and one other poem from Power and Conflict.

### Example Essay 1

Although both 'War Photographer' and 'Remains' present emotional anguish in contrasting ways. Duffy uses religious imagery like 'priest' and 'Mass' and reflects the photographer's respect and care towards those whose deaths he has photographed. A sense of his 'guilt' at having witnessed these horrible deaths. But Armitage's language like 'laddy' to show how the soldier feels about the brutal things he's seen in the war zone and the anguish these events cause to the soldiers involved. Further, he uses enjambment and caesura, as well as an inconsistent rhyme scheme, to reflect emotional anguish as he's recounting the events, whereas Duffy's use of consistent rhyming couplets shows that the photographer is making his own reflective journey in a more controlled way. In each example the form and structure of the poem reflects the poet and draws our attention to the key ideas that they are sharing with the reader.

In 'War Photographer', Duffy uses the simile 'a priest preparing to enter a church' to show the photographer is handling the photographs carefully. She also says 'ordered rows of prints' which gives a sense that the photographer is handling his memories with care and attention. The religious vocabulary is used to present the soldier's emotional trauma in a raw and brutal way. When the looter as 'inside out', the poet presents a violent image that reflects the trauma of war. When describing the way the soldier 'tosses his guts' back into the looter's body, it is a stark contrast to the reflection or careful consideration presented in 'War Photographer' while at the same time to reflect on or process the violence. This could be the reason for the soldier's suffering. The poet is commenting on the effects of war on the soldiers involved. This clearly shows the danger to the mental health of the soldiers involved. Furthermore, the use of phrases like 'week after' in 'Remains' emphasises the fact that the soldier does not have time to reflect on the traumatic things he's seen, which drives him to 'drink and the danger' in order to cope with the horrors he's endured.

Despite a more reflective start to the poem, the photographer's emotional state is very clear when Duffy describes his hands that 'did not tremble then / though created here highlights the trauma and anguish that the photographer feels when he reflects. This is emphasised by the symbolism of the colour 'red' and the metaphor 'red' hints at the bloodshed and death he has witnessed and the violence that is still visible. In 'Remains', the poet's use of abrupt colloquial language gives a very different image of the soldier's suffering by the soldier. In saying 'legs it up the road' and 'one of my mates goes to the looter's death', which can be seen as highly incoherent. The soldier's coarse and rough description of the looter's death, which can be seen as highly incoherent. The soldier says 'he's here in my head when I close my eyes' it becomes clear that the soldier is still suffering painful memories like the photographer in 'War Photographer', the soldier is still suffering painful memories.

Furthermore, in 'War Photographer' the poet uses juxtaposition when 'ordinary pain' and 'simile' with harsh verbs like 'explode' and images of 'nightmare'. The image of the 'running children' reflects a famous photograph from World War II, showing the suffering of ordinary, innocent children brought on by the conflict. This shows the importance of the job of a war photographer and to highlight how putting the information across to people who would otherwise be oblivious to the suffering in other countries. However, this attitude contrasts with the ending of the poem 'care'. This abrupt statement draws attention to the ignorance and apathy of the public and leaves us with a bleak impression and sense of pointlessness towards the war.

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On the other hand, in 'Remains' war imagery is used to show the soldier can't move. In saying 'dug in behind enemy lines', the metaphor shows that the soldier's mind is stuck in his brain and he cannot get away from it. It is highlighted further with the poet's 'dug in' apart' to show the violent memories that are haunting the soldier and have given him PTSD.

The use of caesura and enjambment in each poem helps to show the character's feelings. Whereas in 'Remains' the use of caesura creates short and abrupt lines, 'Photographer' uses enjambment to create a sense of flow. In 'Photographer', the poet uses enjambment to highlight the difference between the expectation that the soldier will move on from his experiences and the reality of his ongoing emotional anguish. The caesura in 'Remains' builds up the poet's sense of isolation. The full stops surrounding the soldier's name show the separation between the photographer's two worlds, from the cruel war zone to the peaceful world of his home country. Along with the enjambment, which can be seen to reflect the soldier's thoughts, it is clear that the poem is written to reflect the processing of the soldier's experiences in his mind. Similarly, the enjambment in 'Remains' reflects the erratic way the soldier is struggling to process the anguish he's feeling as a result of his experiences.

Sibilance is also used in both poems to draw the reader in and make the experience more vivid. In 'Photographer' the poet uses the phrases 'solutions slop in trays' and 'softly glow' to create a sense of reflection and the peaceful process of developing the photographs. This contrasts with the harsh consonants in the list of war zones, 'Belfast. Beirut. Phnom Penh.' and shows the photographer's job, one being violent and explosive whereas the other is peaceful. In 'Remains' the use of sibilance in the phrases 'sun smothered land' and 'desert sun blowing over the grave of the looter'. This contrasts with the harsh ending of the poem with the violent word 'bloody'. The sibilance could suggest that despite his violent actions, the soldier is still reflecting on the peaceful nature of the looter's burial, and his final thoughts show how nature has come to reclaim the looter's body, showing that he's free from the war. Furthermore, the peaceful effect of the sibilance in 'Remains' in contrast to the harsh consonants in 'Photographer' might suggest that unlike the looter, who is now at peace, the soldier is still in his own mind, which are 'dug in behind enemy lines'.

Overall, both poems present ideas of emotional anguish. In 'War Photographer' the poet is commenting on the suffering of the innocent people witnessed by the photographer in the war zone and the way that society blocks out the anguish to avoid facing uncomfortable truths. In 'Remains' the poet is commenting on PTSD, caused by the violent things soldiers experience, leading to a lifetime of emotional anguish and disturbing memories that they cannot escape.

## Task One

Read through the above essay once, then, giving your immediate response, decide on two areas in which the response has performed well and two areas in which the response could be improved...

1. One area in which the response has performed well...

.....

.....

.....

.....

2. One area in which the response could be improved...

.....

.....

.....

.....

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## Task Two

Now, using a different coloured highlighter for each AO, highlight where in the text

AO1		AO2		
1.	Comparison between the two texts	4.	Subject terminology	7.
2.	Comments on the question / links to the question	5.	Language comment	8.
3.	Integrated references to each text	6.	Form and structure comment	

### CHALLENGE

Label each of your highlighted points with the specific number of the skill

## Task Three

Using your assessment, select one paragraph from the essay and rewrite it, using improve it.

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## Annotated Example Essay 1

Compare how poets present ideas about emotional anguish in 'War Photographer' and 'Remains' from Power and Conflict.

Although both 'War Photographer' and 'Remains' present emotional and contrasting ways [AO1: Comparison – requires more development to ensure clarity in essay]. Duffy uses religious imagery like 'priest' and 'mass' [AO1: Integrated references] to highlight the photographer's respectful attitude towards those whose deaths he has witnessed, 'ordered rows' [AO1: Integrated references], giving a sense of his own guilt at the deaths. But Armitage uses much more violent language like 'bloody' [AO1: Integrated references] to describe the brutal things he's witnessed during his time in the war events caused by the soldiers involved. Furthermore, in 'Remains' the poet uses [AO1: Subject terminology, language and structure comments], as well as an inconsistent stanza formation and rhyming couplets [AO2: Subject terminology, form and structure comments], to show the soldier's trauma and his emotional anguish as he's recounting the events, while in 'War Photographer' the photographer is making his own reflective journey in a much calmer and more controlled way. The form and structure of the poem reflects the messages given off by the poet, so the form and structure of the poem reflects the messages given off by the poet, so the form and structure of the poem reflects the messages given off by the poet [AO2: Structure comments – opportunity to develop further].

In 'War Photographer', Duffy uses the simile 'a priest preparing to enter a church' [AO1: Integrated references] to show that the photographer is handling his memories with care and attention [AO2: Comments on the writer's methods – though misses opportunity to develop further]. She also says 'ordered rows' [AO1: Integrated references] to show that the photographer is handling his memories with care and attention [AO2: Comments on the writer's methods – though misses opportunity to develop further]. On the other hand, violent vocabulary is used to present the soldier's brutal way in 'Remains'. Describing the looter as 'slate out' [AO1: Integrated references] is a violent image that reflects the trauma of war. In later describing the looter's body, it is clear that there is a lack of respect for the looter's body, it is clear that there is a lack of respect for the looter's body, it is clear that there is a lack of respect for the looter's body [AO1: Integrated references]. The careful consideration of the looter's body in 'War Photographer' while on the battlefield or process of death [AO1: Integrated references] could be the reason for the soldier suffering from PTSD the effects of PTSD in his poem. This clearly shows the dangers that war and the health of the soldiers involved [AO3: Links to context]. Furthermore, the use of 'occasional' and 'week after week' [AO1: Integrated references] in 'Remains' emphasizes that the soldier does not have any time or opportunity to reflect on the traumatic things he's experienced and the drugs [AO1: Integrated references] by the end of the poem in order to cope with the trauma he's endured [AO2: Comments on the writer's methods – though misses opportunity to develop further].

Despite a more reflective start to the poem, the photographer's emotional state in 'War Photographer' is very clear when Duffy describes his hands that 'did not tremble' [AO1: Integrated references]. The image created here highlights the trauma and the photographer feels when he is given time alone to reflect. This is emphasised by the use of the colour 'red' and the metaphor 'red ghosts', which highlights the death he has witnessed and the violence that is still playing on his mind [AO1: Integrated references]. In 'Remains', the poet's use of blunt colloquial language [AO2: Subject terminology, language and structure comments] creates a different image of the emotional anguish suffered by the soldier. In saying 'legs go numb' [AO1: Integrated references], the poet is presenting a coarse and insensitive image of the soldier's state, which can be seen as highly insensitive. However, when the soldier says 'when I close my eyes' it becomes clear that despite his seemingly blasé attitude in 'War Photographer', the soldier is still suffering painful flashbacks from his memories [AO1: Integrated references].

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Furthermore, in 'War Photographer' the poet uses juxtaposition [AO2: ] compares images of 'ordinary pain' and 'simple weather' [AO1: Integrated references] 'explode' and images of 'running children in the nightmare heat' [AO1: Integrated references]. The 'running children' reflects a famous photograph taken during the Vietnam War, showing the 'ordinary, innocent children brought on by the conflict' [AO3: Links to context]. This highlights the importance of the job of a war photographer and to highlight how powerful the information across to people who would otherwise be oblivious to the suffering in war-torn countries [AO2: Writer's methods, linked to AO3: Context]. However, this attitude is challenged in the poem where Duffy states 'they' 'forget' [AO1: Integrated references]. This draws attention to the ignorance and lack of humanity towards the suffering of ordinary people. The 'forgetfulness' towards the war photographer's job [AO2: Writer's methods] on the other hand, 'war imagery' is used to show the soldier can't escape the 'dug in behind enemy lines' [AO1: Integrated references – missed the opportunity]. The metaphor shows that the soldier's memory has imbedded itself in his brain and he can't forget it. It is highlighted further with the poet's use of violent language like 'torn apart' and 'haunting' memories that are haunting the soldier and have given him PTSD [AO2: Language].

The use of caesura and enjambment [AO2: Subject terminology] in each poem highlights the emotional anguish that each character is feeling. Whereas in 'Remains' the use of abrupt sentences like 'End of story, except not really' [AO1: Integrated references] contrasts between the expectation that the soldier will be able to move on from his experience and the ongoing emotional anguish, in 'War Photographer' the caesura builds up the poem [AO2: Structural comments]. The full stops surrounding the sentence 'Rural England' [AO1: Integrated references] between the photographer's two worlds, from the cruel war zones to the 'ordinary' [AO1: Integrated references] country he lives in. Along with the enjambment, which can be seen in the photographer's thoughts, it is clear that the poet is writing to reflect the photographer's mind. Similarly, the enjambment in 'Remains' reflects the erratic nature of the soldier's story, showing that he too is struggling to process the anguish he's feeling as a result of war. [AO2: Clear comparison of structure and features].

Sibilance [AO2: Subject terminology] is also used in both poems to draw attention to a part of the poem. In 'War Photographer' the poet uses the phrases 'solutions' [AO1: Integrated references] to create a feeling of reflection and the peaceful nature of the photographs. This contrasts with her use of harsh consonants in the list of war zones 'Penh' [AO1: Integrated references] and shows the two very different sides of war, being violent and explosive whereas the other is calm and reflective [AO2: Analysis, AO3: Context]. In 'Remains' the use of sibilance in the phrases 'sun smothered' [AO1: Integrated references] reflects the gentle wind blowing over the grave of the soldier, contrasting with the harsh ending of the poem, where the poet repeats the violent word 'bloody' [AO1: Integrated references]. This sibilance could suggest that despite his violent attitude towards the death, the soldier has a peaceful nature of the looter's burial, and his final resting place. It could also suggest that the soldier can now claim the looter's body now that he's free from the conflict and fighting [AO2: Analysis, AO3: methods]. Furthermore, the peaceful effect of the sibilance in 'Remains' in contrast to the word 'bloody' [AO1: Integrated references] could suggest that unlike the looter, the soldier cannot escape the horrors of war from his mind, which are 'dug in behind enemy lines' [AO1: Integrated references; links to writer's methods].

Overall, both poems present ideas of emotional anguish. In 'War Photographer' the poet is commenting on the suffering of the innocent people witnessed by the photographer in the war-torn world and the way that society blocks out the anguish to avoid facing uncomfortable truths. In 'Remains' the poet is commenting on PTSD, caused by the violent things soldiers experience in war, leading to a lifetime of emotional anguish and disturbing memories that they cannot forget. [AO2: Clear comparison of poems, linked to context – opportunities to develop this further].

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### Commentary on Example Essay 1

This response would have achieved 20 marks on the mark scheme, putting it at the top of the range. It has been embedded clearly, and there are frequent references to subject terminology and methods. However, in some areas, examples of explicit techniques could be identified. There is also a need for a clearer introduction, ensuring the opening of the essay directly addresses the question.

The response makes some clear comparisons between the two poems and shows a good understanding of the way each poem reflects the theme. Although links back to the question are made, the essay shows a good understanding of the focus theme and remains on track throughout.

Although the response contains comments about the context of the poems are underdeveloped, to expand and make more detailed links between context and the writer's methods would move it into a level 5, these would need to be addressed.

AO1: 9, AO2: 9, AO3: 2

### Task Four

Now that you've assessed the modelled example and have seen the annotated version, it's time to answer the question for yourself. Use the checklists below to make sure you are on track to move your essay from a level 4 into a secure level 5 (or above).

#### Level 5: (21–25 marks)

AO1:	AO2:	AO3:
<ul style="list-style-type: none"> <li>Develop comparisons in good detail</li> <li>Use appropriate references and embed them in the essay effectively</li> </ul>	<ul style="list-style-type: none"> <li>Use accurate subject terminology to discuss and analyse how the poets examine the effects of form, structure and language choices for both poems</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

#### Level 6: (26–30 marks)

AO1:	AO2:	AO3:
<ul style="list-style-type: none"> <li>Keep comparisons detailed and critical, exploring each poem in depth</li> <li>Make sure all of your references are short, carefully selected and embedded into your essay</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of subject terminology, making sure it's carefully selected to match your analytical points</li> <li>Give a detailed analysis of form, structure and language for both poems</li> <li>Explore the effects of language, form and structure choices in depth</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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## Example Essay 2

### Structure Sort

1. Before you read the example essay on the following pages, cut out the paragraphs and put them into the correct order.

In a similar way, both poets choose metaphors to convey the emotional anguish of the photographer. In 'War Photographer', the soldier is forced to see the looter's 'blood-shadow' on the newspaper as he patrols the area every day. In 'Remains', Duffy uses the metaphor of 'blood-shadow' to suggest that the events have been imprinted on the soldier's memory forever. This is further emphasised when Armitage personifies the image as 'dead' and 'half-formed', drawing attention to the fact that PTSD and the emotional anguish for the soldier is a constant internal battle. The metaphor 'half-formed' also describes the developing photo gives the impression that the images of death are haunting. In remembering explicitly how 'blood stained into foreign dust' being miles away from the war zone now, the photographer has the image branded on his memory. This sense of guilt and the traumatic memories that bring emotional anguish is emphasised in Duffy's use of listing the war zones – 'Belfast. Beirut. Phnom Penh.' – at the end of the poem. The use of consonants and caesura to separate each place gives the impression that the photographer has a long war zone experience he has had, giving a sense of worldwide suffering and reminding the reader that suffering caused by war is universal. Similarly, in starting 'Remains' with the line 'On another occasion' reminding the reader that, despite the poem reflecting on one specific incident, for the soldier, these are experiences that has led to the breakdown in his mental health and PTSD.

Likewise, 'War Photographer' comments on the ignorance of those at home in 'Rural England' with the photographer's experiences. In the final stanza, Duffy comments on the readers, whose 'eyes' are 'between the bath and pre-lunch beers' in criticism of the complacency with which the war images are consumed. Through enjambment and internal rhyme here, Duffy is drawing the reader's attention to the lazy sense of the photographer's home country, and the 'ordinary pain' which is a direct contrast to the 'hundreds of war zones that still haunt him'. Referring to an iconic image taken during the Vietnam War, depicting a 'burnt' soldier, Duffy is emphasising the link between the photographer's emotional anguish in the poem and the iconic images taken in war zones throughout history. In ending her poem with 'they do not care', Duffy is openly condemning the ignorance of the public in failing to see the images of war, and could furthermore be seen to suggest the role of a war photographer is to bring the world's attention to the suffering of those in war zones.

It is therefore clear that, despite their differences, both 'War Photographer' and 'Remains' explore the emotional anguish of war, drawing on the experiences of those who have both been affected by the conflict in different ways. Whereas Duffy's poem uses the experience of a war photographer to criticise the apathy of those at home, Armitage's poem 'Remains' is a reminder of the long-term mental and physical consequences of war. Furthermore, each poet's choice to highlight the universal message that wherever it is and however it happens, conflict will always bring with it physical suffering and emotional anguish.

A common theme between 'War Photographer' and 'Remains' is that of emotional anguish, particularly the long-term consequences of war. In 'War Photographer', the emotional anguish is left behind as a result of witnessing or being involved in conflict. Whereas in 'War Photographer' the emotional anguish is seen through the eyes of a photographer who is reflecting on the 'spools of suffering' he has photographed, in 'Remains' it is the soldier's own act of violence that has left him suffering from the long-term consequences of war. Inspired by the story of a soldier suffering from PTSD as a result of the war in Iraq, in 'Remains' Armitage highlights the long-term consequences of war, something which he draws attention to in the line 'End of story'. The juxtaposition of the two phrases emphasises the stark contrast between the two points, and the ignorance of those who have not experienced war in failing to see the ongoing emotional consequences on the soldiers.

Furthermore, there is a clear contrast between the ways in which language is used to represent the characters in the two poems. Whereas Duffy uses religious imagery and a more reflective language to show a respectful attitude towards those whose deaths he has photographed, in 'Remains' Armitage uses a much grittier account of the soldier's experience. In 'War Photographer', Duffy is emphasising the care and sensitivity with which the photographer carries out his task. The reference to the 'ordered rows' of photographs, alluding to the idea of careful and respectful burial, contrasts with the reflective misery and guilt in the poem. On the other hand, in 'Remains', Armitage presents the war in a much more brutal way. Describing the looter as 'inside out', Armitage presents a violent image that reflects the soldier's experience of war. The way the soldier 'tosses his guts' back into the looter's body, is a reflection on the lack of consideration presented in 'War Photographer' while on the battlefield. Even the act of violence is the cause of the soldier's ongoing emotional anguish and thus the trigger for his need for 'the drugs' that Armitage highlights in the poem.

2. Why have you structured the essay this way? Explain your reasons before checking the following pages.

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## Example Essay 2

Compare how poets present ideas about emotional anguish in 'War Photographer' and one other poem from Power and Conflict.

A common theme between 'War Photographer' and 'Remains' is that of the emotional trauma that is left behind as a result of being or being involved in war. In 'War Photographer' this emotional turmoil is explored through the eyes of a photographer, 'spools of suffering' he has photographed. Armitage is now developing at home, in 'Remains' of violence that has left him struggling with the long-term emotional consequences of a soldier suffering from PTSD as a result of the war in Iraq, in 'Remains' Armitage the long-term consequences of war, something which he draws attention to in the poem, 'really.' The contrast between the two juxtaposing phrases emphasises the stark contrast and could be seen to act as a criticism of the ignorance of those who have not experienced the ongoing emotional consequences of such traumatic experiences on the soldier.

Likewise, 'War Photographer' comments on the ignorance of those at home who 'do not care' about the realities of the photographer's experiences. In the final stanza, readers, whose 'eyeballs prick with tears', adding 'between the bath and pre-lunch', highlighting the complacency with which the war images are met by the public. Using both enjambement here, Duffy is drawing the reader's attention to the lazy sense of peace and tranquility at home, and the 'ordinary pain' which is a direct contrast to the 'hundred degrees of heat' of the war zones that still haunt him. Referring to an iconic image taken during the war depicting 'running children in a nightmare heat', Duffy is emphasising the link between the emotional anguish in the poem and that of the real war, the photographers behind the scenes throughout history. In ending her poem with the abrupt line 'he earns his money', Duffy is openly condemning the ignorance of the public in failing to see the true nature of war, and could furthermore be seen to question the futility of the role of a war photographer and of apathy.

Furthermore, there is a clear contrast between the ways in which language is used to convey emotional anguish of the characters in the two poems. Whereas Duffy uses reflective language to highlight the photographer's respectful attitude towards those he photographs, in 'Remains' violent language and colloquial language are used to convey the soldier's experiences. In likening the war photographer to 'a priest preparing for confession', Duffy emphasises the care and sensitivity with which the photographer carries out his work, highlighted in her reference to the 'ordered rows' of photographs, building on the idea of a priest's behaviour that evokes a sense of reflective misery and guilt in the poem. On the other hand, Armitage presents the soldier's emotional trauma in a raw and brutal way. Describing the 'out', Armitage presents a violent image that reflects the true brutalities of war. In describing the way the soldier 'tosses his guts' back into the looter's body, it is a stark contrast to the reflection or careful consideration presented in 'War Photographer' while the lack of time to process the act of violence is the cause of the soldier's ongoing emotional trauma, a trigger for his PTSD and reliance on 'the pills and the drugs' that Armitage mentions.

In a similar way, in 'Remains' choose metaphors to convey the emotional trauma of the soldier. In 'Remains', the soldier is forced to see the looter's 'blood-shadow' as he patrols the 'dark' every night. In using the metaphor 'shadow', Armitage creates a sense that the violent events have been imprinted on the landscape as well as the soldier's mind, emphasised when Armitage personifies the image as 'dug in behind enemy lines'. The idea that PTSD and the emotional anguish for the soldier is a constant internal battle, as suggested by the metaphor 'half-formed ghost' to describe the developing photo gives the

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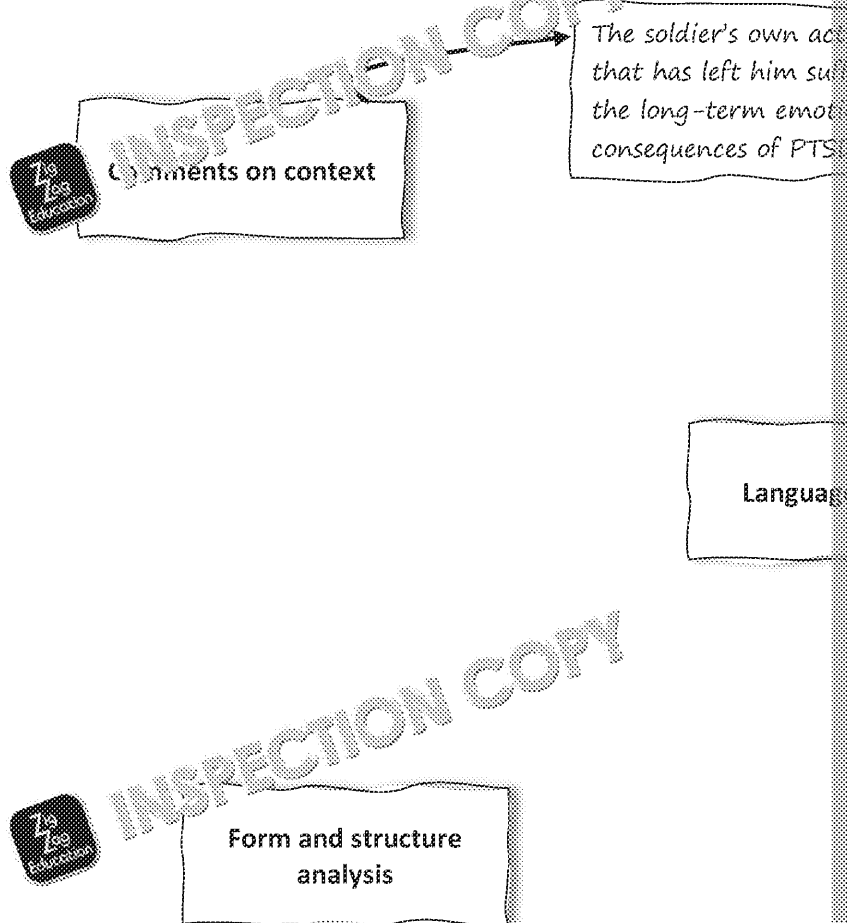


photographer is haunted by the images of death he has witnessed. In 'remembered stained into foreign dust' it is made apparent that despite being miles away from the conflict, the photographer has the image branded on his memory and cannot escape the trauma. This sense of guilt and the traumatic memories that bring emotional anguish to the poet are emphasised in Duffy's use of listing the war zones – 'Belfast. Beirut. Phnom Penh'. The use of plosive consonants and caesura to separate each place gives the impression that the photographer has carefully remembered every individual war zone and the violence he has had, giving a sense of suffering and reminding the reader that the photographer is not just a war photographer. Similarly, in starting 'Remains' with 'The soldier', Armitage reminds the reader that, despite the poet's focus on one specific incident, for the soldier the experiences of war have led to the breakdown in his mental health and PTSD.

It is therefore clear that, despite their differences, both 'War Photographer' and 'Remains' share the theme of emotional anguish in depth, drawing on the experiences of real-life soldiers who are affected by the traumatic horrors of conflict in different ways. Whereas Duffy is a war photographer to criticise the apathy of the general public when faced with the horrors of war, Armitage the poem 'Remains' is a reminder of the long-term mental health issues brought on by the traumas of war. Furthermore, each poet's choice to highlight their own experiences reflects their message that wherever it is and however it happens, war brings physical suffering and emotional anguish.

### Task One

Read through the example essay and complete each mind map below, identifying key points for each. (An example has been done for you.)



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## Task Two

1. Read through the example essay on the previous pages and find where it appears below. In each box summarise briefly what points have been made in the rest of the essay.

Enjambment and internal rhyme



Spot where these techniques have been discussed in the essay

In your own words write a brief summary of the analytical point made in the essay.

Plosive consonants



### CHALLENGE

Evaluate which technique has been most successfully analysed in the essay. Now, write a paragraph to analyse your selected techniques in the blank boxes on the next page.

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### Task Three

Identify where this paragraph meets each of the objectives. Fill in the boxes to indicate where each objective has been met.

AO1:

AO2:

Furthermore, there is a clear contrast between the ways in which the two poets represent the emotional anguish of the characters in their poems. Whereas Duffy uses religious imagery and a more reflective tone to show the photographer's respectful attitude towards those whom he photographs, in 'Remains' violent language and colloquialisms give a much grittier account of the soldier's experiences. In contrast to the photographer to 'a priest preparing to intone a Mass', Duffy shows the care and sensitivity with which the photographer carries out his job, which is further highlighted in her reference to the 'ordered rows' of the building on the idea of the respectful and respectful behaviour that the photographer shows. On the other hand, in 'Remains' the soldier's emotional trauma is presented in a raw and unfiltered way. Describing the looter as 'inside out', Armitage presents a violent and brutal scene that reflects the true brutalities of the soldier's experiences. In this way the soldier 'tosses his guts' back into the looter's body, showing that there is no time for the reflection or careful consideration present in the 'Photographer' while on the battlefield. Evidently, this lack of reflection and act of violence is the cause of the soldier's ongoing emotional trauma, which is the trigger for his PTSD and reliance on 'the drink and the cigarettes' that Armitage highlights in the poem.

Which AOs are covered the most effectively in this example paragraph?

Where could the paragraph be improved?

Rewrite the paragraph, improving on the areas that require more detail.

AO3:

**Note:** You can check your answers via the annotated essay on the following pages.

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## Annotated Example Essay 2

Compare how poets present ideas about emotional anguish in 'War Photographer' and 'Remains' from Power and Conflict.

A common theme between 'War Photographer' and 'Remains' is that of the emotional trauma that is left behind as a result of witnessing or being involved in war [AO1: **Clear comparison**]. Whereas in 'War Photographer' the poet describes the emotional turmoil of a photographer who is reflecting on the 'staring, unblinking' [AO1: **Precise references, carefully embedded into critical response**] he has photographed, in 'Remains' the soldier is now developing at home, in 'Remains' the poet is describing the long-term emotional consequences of violence that has left him 'staring' with the long-term emotional consequences of war [AO1: **Clear comparison, linked to AO3**]. Inspired by the story of a soldier who was killed in Iraq, in 'Remains' Armitage is distinctly accentuating the link between the war and the soldier's emotional trauma [AO3: **Detailed exploration of context, linked to writer's purpose**], something that is highlighted by the line 'End of story, except not really.' [AO1: **Integrated references**] The caesura in the line 'End of story, except not really.' [AO1: **Integrated references**] The caesura juxtaposing phrases emphasises the stark contrast between the two points, and the criticism of the ignorance of those who have not experienced war in failing to understand the consequences of such traumatic experiences on the soldiers [AO2: **Detailed analysis, including higher-level subject terminology**].

Likewise, 'War Photographer' comments on the ignorance of those at home who 'do not care' [AO1: **Precise references, carefully embedded into critical response**] of the photographer's experiences. In the final stanza, Duffy comments on the reader's 'tears', adding 'between the bath and pre-lunch beers' in criticism of the commercial images are met by the public [AO1: **Precise references, carefully embedded; AO2: **Comparison of language and subject terminology****]. Using both enjambement and internal rhyme [AO2: **Comparison of language and subject terminology**], Duffy is drawing the reader's attention to the tranquillity of the photographer's home life, and the 'ordinary pain' which is the 'hundred agonies' and 'nightmares' [AO1: **Precise references, carefully embedded into critical response**] of the war zones that still haunt the photographer's mind. The link between the photographer's emotional anguish in the poem and that of the public is highlighted by the iconic images taken in war zones throughout history [AO3: **Detailed exploration of context, linked to writer's purpose**], ending her poem with the abrupt line 'he earns his living and they do not care' [AO2: **Comparison of language and subject terminology**]. Duffy is openly condemning the ignorance of the public in failing to see the true nature of war, and could furthermore be seen to question the futility of the role of a war photographer [AO3: **Detailed exploration of writer's purpose, linked to context**].

Furthermore, there is a clear contrast between the ways in which language is used to describe the emotional anguish of the characters in the two poems [AO1: **Clear comparison**]. In 'War Photographer' the poet uses a more reflective language to highlight the photographer's respect for the dead whose deaths he has photographed, in 'Remains' violent language and colloquialisms provide a much grittier account of the soldier's experiences [AO2: **Comparison of language and subject terminology**]. In likening the war photographer to 'a priest preparing to intone' [AO1: **Precise references, carefully embedded into critical response**], Duffy highlights the care and sensitivity with which the photographer carries out his task [AO2: **Comparison of language and subject terminology**]. This is further highlighted in her description of the 'ordered rows' [AO2: **Comparison of language and subject terminology**] of the dead, which evokes a sense of order and respectful behaviour that evokes a sense of order and respect [AO2: **Comparison of language and subject terminology**]. On the other hand, in 'Remains' the poet describes the soldier's emotional trauma in a raw and brutal way [AO1: **Clear comparison**]. The soldier's 'inside out' [AO1: **Integrated references**], Armitage presents a violent image of the soldier's experiences. In later describing the way the soldier 'tosses his guts' back into the looter's body, it is clear that there is no time for the reflection or in 'War Photographer' while on the battlefield [AO2: **Comparison of language and subject terminology**].

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of time to process the act of violence is the cause of the soldier's ongoing emotional trigger for his PTSD and reliance on 'the drink and the drugs' [AO1: Integrated references; AO3: Links between context and messages in the poem].

In a similar way, both poets choose metaphors [AO2: Subject terminology] to describe the anguish of the photographer and the soldier. In 'Remains', the soldier is forced to lie in a 'shadow' [AO1: Integrated references] on the pavement, while the photographer patrols the area as a 'ghost' [AO2: Subject terminology]. The metaphor 'shadow' [AO2: Language analysis, inc'] and 'ghost' [AO2: Subject terminology], an image, suggesting the violent events have been imprinted on the landscape as permanent features forever. This is further emphasised when Armitage personifies the image as 'developed ghost' [AO1: Integrated references; AO2: Subject terminology linked to language analysis]. The 'developed ghost' [AO1: Integrated references; AO2: Subject terminology linked to language analysis] of the photograph gives the impression that the photographer is haunted by the war he has witnessed. In remembering explicitly how 'blood stained into foreign dust' [AO1: Integrated references], it is made apparent that despite being miles away from the war zone now, the photographer is branded on his memory and cannot escape the trauma and guilt created by it [AO3: Links between context and writer's message]. This sense of guilt and the traumatic memories that the photographer are further emphasised in Duffy's use of listing the war zones – [AO1: Integrated references] – at the end of stanza one. The use of plosive consonants for each place [AO2: Higher-level subject terminology, linked to language analysis] suggests the photographer has carefully remembered every individual war zone experience, highlighting worldwide suffering and reminding the reader that the anguish and emotional trauma is universal [AO3: Links between context and writer's message]. Similarly, in stanza two, 'on another occasion,' [AO1: Integrated references] Armitage is immediately reminding the reader that the poem reflecting on one specific incident for the soldier, this is one of many incidents that led to the breakdown in his mental health and PTSD [AO3: Links between context and writer's message].

It is therefore clear that, despite their differences, both 'War Photographer' and 'Remains' explore the theme of emotional anguish in depth, drawing on the experiences of real-life people affected by the traumatic horrors of conflict in different ways [AO1: Clear comparison and contrast]. Whereas Duffy's poem uses the experience of a war photographer to criticise the impact of war, when faced with images of pain and suffering, for Armitage the poem 'Remains' explores the long-term mental health issues, such as PTSD, that can be brought on by the trauma of war. The poet's choice to highlight the universality of such experiences reflects their message that, however it happens, conflict will always bring with it physical suffering and emotional trauma. Developed exploration of meaning and messages in the text, linked explicitly to the assessment objectives.

#### Commentary:

This essay would be awarded 28 marks, level 6, on the mark scheme. It is an impressive response, explicitly comparing the poems and using a range of precise and carefully selected language to show depth and detail of the analysis. Another strength of the response is the use of subject terminology, which is varied and often higher-level, developing a deep and critical exploration of each poem. The response draws on the context of each poem in excellent depth and makes clear and critical links between each poem and the meanings and messages expressed within them.

Although the language used is detailed and often higher-level, comments about the poems are not always developed in depth. In order to push the response to the top of the band, more focus on structure and form, given the same level of depth as the language comments, would be needed. However, it covers all of the assessment objectives in equally impressive detail.

AO1: 11, AO2: 11, AO3: 6

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Prejudice is shown further in 'The Immigrants' when Rumens says 'they accircle me' and 'they accuse me of being a Jew in their free city'. The repetition of prejudice of the people in the new country against her and her history. Rumens draw more attention to the prejudice that the refugee is exposed to. In saying 'showing the Jew' the refugee feels like she must protect her own history and children who are treating her with prejudice. The juxtaposition between the threatening new country, when Rumens says 'they mutter death', and the childish actions of the people shows a sense of the vulnerability and isolation that the refugee is feeling about prejudice she is forced to endure. There is also a clear juxtaposition in 'Checking Out' where Rumens uses the juxtaposition between the heroes of his own culture and those he is forced to live with.

the vast contrast between his actual education and the one he feels he should have. Furthermore, in saying 'Don't tell me', Agard is highlighting that he feels victimised by his education. Similarly to Rumens, who feels that the people in her new city 'take teachings from his school as forced upon him. This is emphasised further when he says 'up me eye' to show that he is being deliberately shielded from the things he should see.

In conclusion, both Rumens and Agard talk about prejudice regularly in their poems. They create the voice of a character who has been victimised by prejudice in their lives. Rumens presents the voice of a refugee who has been forced to flee, arriving in a country that shows the impact of British colonialism on his home country, Guyana. In both poems, the characters feel an internal conflict between their true identity and that which is imposed on them. Both use a range of techniques like metaphors and juxtaposition to highlight this conflict – in particular, the impact of racial prejudice – can have on an individual and their identity. Agard's poem seems to be making a clear stand against this prejudice, highlighting a sense of pride for his own identity, Rumens presents a character who feels isolated and alone. The use of sunlight imagery helps to show that the refugee is trapped between their love for their home and the life they have found themselves stuck in.

### Task One

Assess this essay. Using the assessment criteria below, decide which grade you would give it. Write a commentary below to explain why you have given it this mark.

#### Level 5: (21–25 marks)

AO1: (9–10 marks)	AO2: (9–10 marks)	AO3: (9–10 marks)
<ul style="list-style-type: none"> <li>Develop comparisons in good detail</li> <li>Use appropriate references and embed them in the essay effectively</li> </ul>	<ul style="list-style-type: none"> <li>Use accurate subject terminology to discuss the texts</li> <li>Examine the effects of form, structure and language choices for both poems</li> </ul>	<ul style="list-style-type: none"> <li>Write a clear and coherent commentary</li> </ul>

#### Level 4: (16–20 marks)

AO1: (7–8 marks)	AO2: (7–8 marks)	AO3: (7–8 marks)
<ul style="list-style-type: none"> <li>Make sure comparisons are clear</li> <li>Use references that support your argument</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant subject terminology to make clear points</li> <li>Show understanding of the effects of the writer's methods</li> </ul>	<ul style="list-style-type: none"> <li>Write a clear and coherent commentary</li> </ul>

AO1: \_\_\_\_/12 AO2: \_\_\_\_/12 AO3: \_\_\_\_/6

\_\_\_\_/30 overall

I would give the essay this grade because:

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## Task Two

Reconstruct this paragraph.

One of the analytical paragraphs in the modelled essay has been mixed up. Cut it out and put it in the right order.

You can check your answer by comparing it to the correct paragraph on page 59.

Furthermore, he uses the metaphors 'Blind me to the world' and 'Blind me to the system's prejudiced attitude' to teach a rounded curriculum has Agard and taken away his ability to see further into his own culture.

He talks about fictional and unimportant characters like 'Dick Whittington' alongside impressive historical figures from his own culture to show how irrelevant comparison to the true heroes he should have been exposed to.

Like Agard, Rumens is reflecting on the consequences that the prejudice of the own language and identity, turning her childhood tongue into a 'lie' and for the country she has fled.

The simile shows that the refugee is reflecting on her own happy childhood at home country.

Agard also uses colloquial language to make a statement against the prejudice by repeating 'dem tell me', he is criticising the forced nature of his education with the choice to use language from his own culture in place of the expected grammar.

This creates a feeling of longing, which is made more prominent when she says 'banned by the state' to show how much prejudice have taken over her.

This is similar in 'The Boy Who Swam to England' where Rumens says 'That child's vocabulary... spills grammar'.

On the other hand, in 'Checking Out Me History', Agard is making a statement about being forced to learn British fairy stories and nursery rhymes in place of his own.

What has this paragraph done well? .....

What could be improved in this paragraph? .....

Rewrite an improved version of this PEAL paragraph. ....

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# Task Three

1. How many quotations can you remember?

Without looking at the modelled essay example on pages 59–60, write out as many quotations as you can remember that could be used to answer the example question.

Write your answers in the table below

Remember, you can use your own words ... but identify the quotation from within the text ... deeper understanding

'The Emancipator'	'Checking Out Me History'
	

2. Now, looking at the essay example on pages 59–60, write down a list of the quotations from the poem in the space below. How many quotations overlap with your own list? Why?

'The Emancipator':

.....

.....

.....

.....

'Checking Out Me History':

.....

.....

.....

.....

## CHALLENGE

**Contextual challenge:** Link the evidence collected with the context. How does the evidence collected reflect each poet's attitude towards their society?

## CHALLENGE

**Deeper thinking challenge:** For each poem, which language is putting across the poet's views about prejudice? Explain your reasoning in detail.

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## Annotated Example Essay 3

Compare how poets present ideas about prejudice in 'The Emigree' from Power and Conflict.

Although both poems explore it in different ways, the theme of prejudice is central to both. Whereas Rumens, in 'The Emigree', chooses to reflect on the experiences of her home country, in 'Checking Out Me History', Agard is commenting on his own life under colonial rule in his home country, Guyana. **Developed comparison of writers' methods and their effects to AO3: context**. Choosing to emphasise the distance and inaccessibility, Rumens opens with the clichéd, stereotypical fairy-tale phrase, 'there once was a princess' **AO2: subject terminology**. However, in contrast to the fact that her home is long gone and nothing remains, she is persisting it with the metaphor 'sunlight clear' **AO1: Embedded quotations** to convey an immediate sense of longing, drawing on the refugee's inability to forget the details of her home brightly as 'sunlight' **AO1: Embedded quotations; AO2: Examination of the effect of language**.

On the other hand, in 'Checking Out Me History', Agard is making a statement about how he has been forced to learn British fairy stories and nursery rhymes in place of his own history. **Comparison**. He talks about fictional and unimportant characters like 'Dick Whittington' and 'Robin Hood' alongside impressive historical figures from his own culture to show how his education was in comparison to the true heroes he should have been exposed to **AO2: Examination of the effect of language**. Agard also uses **Subject terminology** to make a statement against the prejudice he has experienced. **AO1: Embedded quotations**, he is criticising the forced nature of his education and his choice to use language from his own culture in place of the expected grammatical structure. **Comments on the writer's methods**. Furthermore, he uses the metaphors 'up me eye' **AO1: Embedded quotations** and 'Banna w' to show how he is reclaiming his own identity **AO1: Embedded quotations**. He shows that the system's prejudiced attitude is failing to teach a rounded curriculum to Agard and taken away his ability to see further into his own culture **AO2: Examination of the effect of language**. This is similar to 'The Emigree' where Rumens says 'That child's voice opens and' **AO1: Embedded quotations**. The simile **AO2: Subject terminology** shows how the refugee is reclaiming her own happy childhood and the language of her home. The image of longing, which is made more prominent when she says 'it may by now be a' **AO1: Embedded quotations** to show how tyranny and prejudice have taken over her home. **AO3: Brief comments on context – could be developed in more detail**. Like Agard, Rumens explores the consequences that the prejudice of those in charge have had on her own language. She has turned her childhood tongue into a 'lie' and forcing it to be 'banned' in the country she has moved to **AO3: Brief comments on context – could be developed in more detail**.

Furthermore, the use of metaphors **AO2: Subject terminology** in 'Checking Out Me History' with the fictional British stories that Agard talks dismissively about. In referring to 'a yellow star' **AO1: Embedded quotations** and 'a yellow sunrise' **AO1: Embedded quotations**, he uses the image of hope and illumination. The light imagery **AO2: Subject terminology** in 'The Emigree' also suggests that Agard's eyes are finally opening to his own history. **Comments on the writer's methods**. Likewise, in 'The Emigree', the repetition of light imagery creates a contrast between the refugee's current situation, surrounded by prejudice, and her home. **Developed comparison of writers' methods and their effects to AO3: context**. In using the metaphor 'branded by the sun' **AO1: Embedded quotations**, it shows the beauty of her home. However, the violent verb **AO2: Subject terminology** 'branded' also gives a reminder of the violence and prejudice that has led her to her current situation. **Comments on the writer's methods and their effects**. Agard also uses violent imagery **AO2: Subject terminology** in 'Checking Out Me History'. In stating that he is 'carving' **AO1: Embedded quotations** out his identity, he is taking a stand against those who have been prejudiced against his culture and creates a line of the stanza **AO2: Exploration of writer's methods and their effects**.

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Prejudice is shown further in 'The Emigree' when Rumens says 'they are' [AO1: Embedded quotations] and 'they circle me' [AO1: Embedded quotations] and 'their free city' [AO1: Embedded quotations]. The repetition of the verb [AO2: Subject terminology] [AO1: Embedded quotations] highlights the prejudice of the people in her new history [AO2: Comments on the writer's methods linked briefly to AO3: Context] personification [AO2: Subject terminology] to draw more attention to the prejudice. In saying 'my city hides behind me' [AO1: Embedded quotations] she is showing she must protect her own history and childhood identity from the people who. The juxtaposition [AO2: Subject terminology] between the threatening actions of the country, when Rumens says 'I am a mother death' [AO1: Embedded quotations] and 'my city in hiding behind me' shows a sense of the vulnerability and isolation that this situation brings. There is also a clear juxtaposition in 'Checking Out Me History' where Agard compares the heroes of his own culture and those he is forced to learn about. The juxtaposition [AO2: Subject terminology] between his actual education and the one he feels he should have learned about [AO2: Comments on the writer's methods]. Furthermore, in saying 'Dem tell me' [AO1: Embedded quotations] he is highlighting that he feels victimised by the people controlling his education. Similarly, in 'Agard's school' he says that the people in her new city 'accuse' [AO1: Embedded quotations] her, Agard, of his school as forced upon him. This is emphasised further when he uses the metaphor [AO2: Subject terminology] 'Bandage up me eye' [AO1: Embedded quotations] to show that he is trying to hide from the things he should be learning [AO2: Comments on the writer's methods].

In conclusion, both Rumens and Agard talk about prejudice regularly in their poems. Rumens creates the voice of a character who has been victimised by prejudice in their life. Agard presents the voice of a refugee who has been forced to flee his home. Agard's poem shows the impact of British colonialism on his home country, Guyana [AO3: Context to be developed]. In both there is a clear juxtaposition [AO2: Subject terminology] between the characters' identity and that which has been imposed upon them, and both use a range of language techniques [AO2: Subject terminology] to explore the impact that this prejudice, in particular racial prejudice – can have on an individual. Links to context [AO3: Context to be developed]. However, whereas Agard's poem seems to be making a clear statement, highlighting a strong voice standing up violently for his own identity, Rumens's poem is more isolated and alone in their new situation. Her use of sunlight imagery helps to contrast between their longing, memories and the reality they have found themselves in [AO2: Comments on the writer's methods summarised between the texts].

### Commentary:

This essay would be awarded 23 marks, putting it at a middle level 5 on the mark scheme. While the use of embedded quotations and subject terminology to explore the question, there are opportunities to expand on the analysis of language techniques are missed. Further development of the exploration of context in significantly more detail, demonstrating a clear understanding of the influences on the writer and how these influences affect the meaning.

Whereas both poems are explored in good detail, there is also a need to identify the writer's purpose in order to move this essay from a middle level 5 into the top of the band and into a higher level.

AO1: 11, AO2: 12, AO3: 10

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## Example Essay 4

### Compare how poets present ideas about prejudice in 'The Emigree' from Power and Conflict.

Despite their contrasting representations, prejudice is a key theme in both 'Checking Out Me History' and 'The Emigree'. Whereas in 'The Emigree', Rumens writes on behalf of a refugee stranded between the memories of her home city and a new 'free city' that is 'Checking Out Me History' centres on Agard's own school experiences, growing up in Guyana, and the prejudice he faces as a result of the British rule. A similarity between the two poems is the use of fairy-tale characters to highlight the contrast between the narrator's own identity and the cultural heroes. In 'The Emigree' this is seen immediately in the opening line: 'The immediate emphasis on the past tense and the traditional fairy-tale adventure the narrator is looking back with longing towards her home city. Furthermore, it emphasises the suggestion that her home city is now completely inaccessible, so later in the poem when she states 'there's no way back at all'. Agard, however, dismissively lists the British fairy-tale characters that he was forced to learn about in school as cultural heroes. In using the colloquial phrase 'and all dat', he is immediately signalling his disapproval of his childhood, emphasising their triviality in comparison to the heroes he wishes to learn about. In using a songlike format and italicising his descriptions of his own heroes, Agard gives them the history he should have learned and giving them a reinforced sense of importance that has been taught instead.

In addition, Rumens presents the refugee's home city as being 'at war', but is unspecific about the war or the circumstances involved, which is drawing attention to the prejudice and isolation faced by refugees as a collective experience. In using the aggressive verb 'accuse', Rumens is criticising the prejudiced attitudes of the majority. In using something which is accentuated, she contrasts this with her ironic use of the adjective 'free' in the next line. In words, Rumens is fighting against the prejudiced attitudes of the majority. In using the words 'they', Rumens makes it clear that the refugee feels isolated from the people of the majority that has been forced by their prejudice against her and her circumstances.

Similarly, Agard draws attention to the unfair treatment he has received in his education. In repeatedly using the colloquial pronoun 'dem', he not only emphasises himself and those who are ruling his education but equally his use of colloquial language to assert his own identity, creating a sense of rebellion that criticises the biased expectations of the British in the poem. Furthermore, the plosive consonants in the metaphors 'Be me' give a sense of violence to the poem, that accentuates the strength of Agard's message against oppressive education. His message is given further intensity in the final line of the poem where the reader he is 'carving out me identity'. His use of the violent verb 'carving' is a statement that Agard is standing up for his own rights and identity against the expectations of the majority throughout his childhood.

Furthermore, there is a clear difference in the way each poet presents the experience of prejudice they have experienced. Despite her feelings of isolation and her ironic use of language, Rumens presents her message in a controlled way, using a clear structure and consistent rhyme scheme to convey the predicament of the refugee. This, contrasted with the lack of rhyme scheme in 'Checking Out Me History', helps to draw a clear comparison between the refugee's journey and her situation as she looks back with longing towards her home country. Agard's use of colloquial language gives a sense of rebellion to his poem. Coupled with his repeated use of 'Dem tell me', he is giving a much more chaotic and defiant tone to the poem.

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rhyming couplets throughout the main stanzas of his poem, breaking form only to break down the idols. This use of standard formation to describe his colonial learning, and the way he uses it when discussing his own heroes, reflects Agard's own defiance against the system. The fragmented statements and incomplete sentences – for example, 'Nanny' and 'see-far won't' – draw attention to the figures that Agard wants us to focus on.

Another clear comparison between the poems is the use of sunlight imagery. In 'The Emigree', the beauty of the narrator's own identity is contrasted with the prejudice of those around her. The metaphor 'sunlight' emphasises her longing for her home city. In linking this with the metaphor of a 'beacon' and 'a paperweight', it is clear that the refugee feels her heart, like a treasure, is a souvenir. Further attention is drawn to this when Rumens uses the vocabulary of a refugee's past 'tastes of sunlight', thus building on the sense of many refugees of feeling having been displaced from their homes. Agard similarly highlights his research by his own research into his heroes when he uses light imagery to represent studying. In referring to his heroes as 'a healing star' and 'a yellow sunrise', Agard uses symbols of hope and illumination. Furthermore, the metaphor 'beacon', used to emphasise the historical figures provided, could also reflect Agard's own mind and the enlightenment his research into these heroic characters.

Despite its positive connotations, however, Rumens juxtaposes light imagery with 'branded' in the metaphor 'branded by an impression of sunlight'. The stark contrast between 'sunlight' and the violent act shows that the refugee cannot forget the beauty of her home. 'Branded' also gives a reminder of the violence and prejudice that have led her to flee. Furthermore, often the act of 'branding' is associated with possession and marks that represent their belonging to a specific group of people. In this instance Rumens suggests the refugee is forever tied to her history and her desire to be free. Despite her new life in a new country, being 'branded' could further reflect that the refugee feels her differences from those around her are starkly visible to those around her. As a result, she will always feel out of place in a judgemental city.

The comparison between the two poems makes it apparent that both poets explore the very real issues of the impact this can have on the sense of identity and belonging for those who have experienced displacement. Agard's own experiences of colonial prejudice are based in his past and the education he received growing up under colonial rule, the issues discussed in the poem can certainly reflect the issues of race and prejudice in the modern educational system, prompting reflection about the need for a vast and varied range of texts and historical figures to provide a balanced view of the world. Similarly, the issues raised in 'The Emigree' are still very present in the world. As political unrest breaking out around the world on a regular basis, the poem is further acting as a reminder of the damage that prejudice and cruelty can do to people who are left with little choice but to flee their homes.

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## Task One

Read the essay. How many of the following can you find? List each in the table below.

Comparison connectives	Specific subject terminology	

## Task Two

- Listed below are three quotations from each of the two poems that have not been analysed. Write each quotation to break down and analyse the language used here.

'de man who discover de balloon'



'the frontiers rise between  
us, close like waves.'

'It lies down in  
as'

'and even when de British said no  
She still brave the Russian snow'

'My city'

### CHALLENGE

Can you identify which quotation is from which of the poems without looking at the context?

- Now that you have decoded the above quotations, have a go at writing a comparison paragraph. Remember you can use more than one quotation in your paragraph, and you can use more than one poem in your answer.

Compare your own paragraph to the essay on pages 65–66.

Have you covered all of the AOs?

Are there any areas you need to develop further?

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### Task Three

1. Look at the extract from the essay on pages 65–66. Use the labels listed in the extract and identify where the paragraph has addressed each assessment objective.

Another clear comparison between the poems is the use of sunlight imagery between the beauty of the narrator's own 'isolation' and the prejudice of Rumens' repetition of the word 'sunlight' emphasises her longing for her 'sunlight' memories with the metaphor of a 'bright, filled paper' the narrator is keeping her memories close to her heart, like a treasured object. This is drawn to this when Rumens states that the 'child's vocabulary' of the 'sunlight', thus building on the sense of longing and isolation that many are displaced from their homes. Agard similarly highlights the beauty and wonder of his research into his heroes when he uses light imagery to represent the figures referring to his heroes as 'a healing star' and 'a yellow sunrise', Agard is a source of hope and illumination. Furthermore, the metaphor 'beacon', used to express the hope that these historical figures provided, could also reflect Agard's own enlightenment he has experienced by his research into these heroic characters.

AO1: Integrated quotations	AO2: Language analysis
AO2: Subject knowledge	AO1: Critical comparison
AO2: Formal structure analysis	AO2: Effects of writer's methods

### CHALLENGE

Are there any labels that have not been covered in this paragraph elsewhere in the essay on pages 65–66?

2. Now, annotate your own PEAL paragraph (from Task Two) using the above labels.

Write down three things you have done well in your own essay:

Write down one thing you could add to improve your paragraph:

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## Annotated Example Essay 4:

Compare how poets present ideas about prejudice in 'The Emigree' from Power and Conflict.

Despite their contrasting representations, prejudice is a key theme in both 'Out Me History' and 'The Emigree'. Whereas in 'The Emigree', Rumens writes on behalf of a refugee stranded between the memories of her home city and a 'new free city' that is present in 'Out Me History' centres around Agard's own experiences, growing up in Barbados. In 'The Emigree', prejudice he felt as a result of the war in his home city. **[AO1: Critical comparison, using integrated quotes]** A similar feature of both poems is the use of fairy-tale imagery between the two poets to represent identity and the prejudice that surrounds them. In 'The Emigree', the immediate opening line: 'There once was a country...'. The immediate evocation of the traditional fairy-tale adverb **[AO2: Subject terminology]** 'once' **[AO1: Integrated quotes]** the narrator is looking back with longing towards her home city. Furthermore, it emphasises the suggestion that her home city is now completely inaccessible, something that is repeated in the poem when she states 'there's no way back at all' **[AO1: Integrated quotes]**. Agard, however, flips the reference to fairy tale on its head, dismissively listing that he was forced to study in place of his own cultural heroes. In using the colloquialism **[AO2: Subject terminology]** 'and all dat' **[AO1: Integrated quotes]**, he is immediately showing his childhood, emphasising their triviality in comparison to the heroes he wishes he had. **[AO1: Integrated quotes]**. Furthermore, in using a songlike format and italicising his descriptions, pulling focus towards the history he should have learned and giving them a reinvented ending, the trivial stories he's been taught instead **[AO2: Structural analysis]**.

In addition, Rumens presents the refugee's home city as being 'at war', but is unspecific about the war or the circumstances involved, thus drawing attention to the prejudice and isolation faced by refugees as a collective regardless of their circumstances **[AO1: Subject terminology]**. In her repetition of the adjective 'at war', Rumens is further highlighting similarities between the refugee's new country and the 'tyrants' that have made her home city 'sick' in her home country, a separation that has been forced by their prejudice against her and her home country. **[AO1: Subject terminology]** and **[AO2: Structural analysis]**.

Similarly, Agard draws attention to the unfair treatment he has received in his education. In repeatedly using the colloquial pronoun 'dem' **[AO1: Integrated quotes]** the stark divide between himself and those who are ruling his education but equally, the use of the word 'dem' draws focus back to his own identity, creating a sense of rebellion against the expectation to use grammatically 'correct' English in the poem **[AO2: Writer's context]**. Furthermore, the plosive consonants in the metaphors 'Blind me' and 'Blind me' **[AO1: Integrated quotes]** give a sense of violence to the poem, emphasising the strength of Agard's feelings against his oppressive education. His message is given in the final line of the poem where Agard assures the reader he is 'carving out me identity'. The use of the violent verb 'carving' leaves the reader with no question that Agard's feelings against the prejudice he has experienced throughout his childhood **[AO2: Structural analysis]** and **[AO3: Context]**.

Furthermore, there is a vast difference in the way each poet presents the experience of prejudice. Despite her feelings of isolation and her ironic use of the word 'dem' **[AO1: Integrated quotes]**, Rumens presents her arguments in a controlled way, using regular stanza formation to explain the predicament of the refugee. This, contrasted with the use of enjambment throughout, helps to draw a clear comparison between the two poets' reflections on her current situation as she looks back with longing towards her home city. **[AO2: Structural analysis using subject terminology]**. Agard's use of songlike formation

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sense of rebellion to his poem. Coupled with his repetition of plosive consonants [integrated quotes], he is giving a much more chaotic and defiant tone to the poem. He uses rhyming couplets [AO2: Subject terminology] throughout the main stanza, only when referring to his own idols. This use of standard formation to describe a break from standard formation when discussing his own heroes, reflects Agard's system, and the sudden use of short statements and incomplete sentences – for 'woman' [AO1: Integrated quotes] – draws immediate attention to the figures. [AO2: Form and structure analysis using subject terminology; AO2: Writer's methods]

Another clear comparison between the two poems is the use of sunlight imagery between the beauty of the past and the refugee's own identity and the prejudice of those around her. In the poem, the 'sunlight' [AO2: Subject terminology] 'sunlight' emphasises her longing for the 'sunlight-cold' memories with the metaphor of a 'bright, filled paperweight' [integrated quotes]. It is clear that the refugee is keeping her memories close to her heart, like a treasure [AO2: Subject terminology]. Further attention is drawn to this when Rumens states that the 'cherished' [integrated quotes] of the refugee's past 'tastes of sunlight' [AO1: Integrated quotes] of longing and isolation that many refugees feel having been displaced from their homes [AO2: Subject terminology]. Agard similarly highlights the beauty and wonder created by his own world. He uses light imagery to represent the figures he's been studying. In referring to 'a yellow sunrise' [AO1: Integrated quotes], Agard is creating a powerful image. Furthermore, the metaphor [AO2: Subject terminology] 'beacon' [AO1: Integrated quotes] of the sense of hope that these historical figures provided, could also reflect Agard's enlightenment he has experienced by his research into these heroic characters [AO2: Subject terminology].

Despite its positive connotations, however, Rumens juxtaposes light imagery with the idea of being 'branded' [AO2: Subject terminology] 'branded' in the metaphor 'branded by an impression' [integrated quotes]. The stark contrast between the idea of 'sunlight' and the violent act of branding suggests that she cannot forget the beauty of her past. However, the verb 'branded' also gives a reminder that this has led her to her current situation [AO2: Subject terminology]. Furthermore, the idea of being 'branded' is associated with possession and marking someone with a symbol to represent them [AO2: Subject terminology]. In this instance, it is suggesting that the refugee is forever tied to her past and cannot be home, despite her current situation in a 'free city'. The suggestion of being 'branded' suggests that the refugee feels that differences from her new home will always be starkly visible to others. As a result, she will always feel out of place in this new judgemental city [AO3: Detail analysis].

Therefore, it is apparent that both poets explore the very real issues of the impact this can have on the sense of identity and belonging for those who have experienced displacement. Agard's own experiences of colonial prejudice are based in his past and the education he received growing up under colonial rule, the issues discussed in the poem can certainly reflect the issues of race and prejudice in the modern educational system, prompting reflection about the need for a vast and varied range of texts and historical figures to provide a different view of the world [AO3: Links to context]. Similarly, the issues raised in 'The Englishman' today. With war and political unrest breaking out around the world on a regular basis, the poem gives a voice to refugees and furthermore acting as a reminder of the damage that prejudice can do on those who have been left with little choice but to flee their homes [AO3: Links to context].

### Commentary:

This is an incredibly strong response, which would be awarded 30 marks, putting it in the top band. It demonstrates excellent knowledge of the poems and critically compares them. The response uses the language, structure and form of the poems in a range of carefully selected quotes and subject terminology to fully analyse the methods used by both poets.

Although context is linked regularly and in excellent detail to the writer's methods, there are opportunities to draw on this further at times throughout the essay, linking it more closely to the situations or influences that may have altered the poets' views at the time of writing.

AO1: 12, AO2: 12, AO3: 6

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## Glossary

<b>Adjective</b>	A word used to describe a noun
<b>Adverb</b>	A word used to describe the way in which an action is
<b>Alliteration</b>	The repetition of a specific letter at the start of a series
<b>Assonance</b>	The repetition of the vowel sound in a series of words
<b>Caesura</b>	The use of punctuation within a line of poetry, used to
<b>Colloquial language</b>	Language that mimics conversational speech rather than the conventions of writing
<b>Consonance</b>	The repetition of the consonant sound in a series of words
<b>Direct address</b>	The use of the pronoun 'you' to talk directly to the reader
<b>Dramatic monologue</b>	A poem in the form of a narrative, written in the voice of
<b>Enjambment</b>	Occurs when a line of poetry rolls over onto the next line
<b>Feminine ending</b>	A line of poetry ending on an unstressed syllable
<b>Figurative language</b>	The use of non-literal words and phrases designed to represent
<b>First-person</b>	Writing directed from a narrator directly to the reader
<b>Free verse</b>	A poem consisting of no specific rhythm or rhyme scheme
<b>Half-rhyme</b>	Two words that do not fully rhyme but sound similar, e.g.
<b>Imagery</b>	Figurative language used to create a visual effect on a reader
<b>Internal rhyme</b>	Two words that rhyme within the same line of poetry
<b>Juxtaposition</b>	Two images or ideas placed side by side in literature for
<b>Masculine ending</b>	A line of poetry that ends on a stressed syllable
<b>In medias res</b>	Starting in the middle of the action for dramatic effect
<b>Metaphor</b>	Stating that one thing is another for figurative effect
<b>Narrative</b>	A written or spoken account, written or spoken, telling a story
<b>Oxymoron</b>	Two opposing words placed directly beside each other
<b>Past tense</b>	Vocabulary designed to show an action happened in the past
<b>Pathos</b>	A technique that evokes a feeling of sadness and misery
<b>Personification</b>	Giving an inanimate object living or human qualities for
<b>Plosive consonants</b>	Harsh-sounding consonants that create an abrupt sound
<b>Pronoun</b>	A word used as a substitute for a noun, e.g. 'I', 'you', 'it'
<b>Quatrain</b>	A stanza consisting of four lines
<b>Refrain</b>	A repeated line that happens at the end of a stanza for
<b>Repetition</b>	A repeated word or phrase used in literature for emphasis
<b>Rhetorical question</b>	A question that does not require an answer, used to emphasise a specific point or idea
<b>Rhyme scheme</b>	The pattern of word sounds at the end of each line of a poem
<b>Rhyming couplet</b>	Two lines coupled together in which the final word on each line
<b>Rhythm</b>	The flow of a poem based on its structure, word and line
<b>Sibilance</b>	The repetition of the 's' sound for effect in writing
<b>Simile</b>	Saying that one thing is 'like' another for figurative effect
<b>Stanza</b>	The arrangement and structure of lines that contribute to the rhythm of a poem. Although stanzas often follow a specific scheme, this is not always the case.
<b>Symbolism</b>	An image used to represent a specific idea
<b>Tone</b>	The mood created in a piece of writing based on the language
<b>Verb</b>	An action word

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# Answers

## Answers to Revision Activities

### Mind-mapping the Key Themes

Answers for these themes will vary depending on the poems/questions chosen.

### Poetry Context Quiz

The wording and content of students' answers may vary, but here are some possible answers.

1. a) Dangerously poor conditions; exhaustion; feeling abandoned by those at home.  
b) As a trench-war-like soldier, Owen would have experienced the cruel weather conditions in the trenches. This has impacted the vividness of his descriptions and his understanding of the difficulties soldiers experienced on the front line.
2. a) Duke Alfonso of Ferrara. There were rumours surrounding his first wife's death following his husband's orders.  
b) Browning criticised the materialism and shallowness of the upper classes. This is shown through references to his material possessions and his treatment of his late wife as one of his possessions.
3. a) The Battle of Balaclava, during the Crimean War, saw heavy numbers of casualties in a charge of over 600 men. The poem 'The Charge of the Light Brigade' was written about the battle.  
b) Though chiefly honouring the sacrifice made by the members of the Light Brigade, the poem also criticises the poor decisions that led to the death of so many soldiers. (Students could include 'reason why' – highlighting the men had no choice but to follow orders. Or, "Criticising the detachment and ignorance of those giving orders at the top.")
4. a) In 'Remains' the soldier is suffering from recurring memories of the dead 'lost in shadow' on the street as he was forced to patrol the area daily, and as a result of this memory, and he cannot get it out of his head. Struggling with his guilt he has turned to drink to numb himself of the guilt.  
b) In highlighting the impact of the soldier's experiences on his mental health, the poem also shows the long-term consequences of PTSD brought on by traumatic experiences at war. By mentioning 'the drugs' the poet can be seen to criticise the lack of support and instead encourages soldiers suffering from PTSD to other unhealthy coping methods.
5. a) Keeping her poem ambiguous with dates and specific details enables the poet to suggest that Refugees suffer the same prejudice and isolation regardless of their country of origin.  
b) In keeping the poem universal, the poet is able to openly criticise the treatment of Refugees as a result of their displacement. Highlighting the suspicion and cruelty with which they are treated, the poet sends out the message that those fleeing conflict are often subject to racial intolerance in towns and cities that are supposedly deemed 'safe' places.
6. a) Agard has chosen his own Afro-Caribbean colloquial to show that his own language is just as much as the 'formal' British standards of writing he has been taught.  
b) It is clear from Agard's comparison between his own cultural heroes and the 'real' place, that he feels his education has been oppressive and prejudiced against him. By saying 'me' he is further emphasising this oppression, drawing attention to the fact that it was forced on him against his better wishes. Similarly, the metaphor 'bandaged up' suggests blindness, which strengthens the idea that he has been oppressed by those less educated than him.
7. a) The government has taken control of everything, even natural resources like the wind and the sun, and controls the lives of the poor and the young through various restrictions that have been put on them; the poor and the young are suffering from oppression; soldiers are sacrificing their lives for the rich in their wars.  
b) The themes present in 'London' reflect Blake's views as a Romantic poet that the industrial revolution is a dangerous and unpleasant issue. The frequent references to misery and the rules and decisions made by those in charge have brought pain and suffering to the people. The repetition of the word 'chartered' when linked to the only reference to nature, suggests that nature's beauty has been crushed by the so-called progress of industry in the city, which further adds to the suffering of London's residents.

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8. a) Ramesses II of Egypt, also known as Ramesses the Great, was an Egyptian Pharaoh who is considered one of the greatest in Egyptian history. Although powerful, he was a flawed ruler. He was known in ancient Greek sources as Ozymandias.  
b) As a Romantic poet, Shelley draws clear comparison between human 'progress' and the vanity of Ozymandias and the personal belief that he is 'king of kings' he emphasises human achievements, Ozymandias's success is irrelevant in the natural world. In the poem, where 'the lone and level sands stretch far away', reminding us that whereas the ruler has perished, nature continues unchanged.
9. a) Stormy weather; isolated communities; people coming together in difficult conditions to provide little shelter and help.  
b) Growing up during the 'Troubles' in Ireland, Seamus Heaney's poem could be seen as a reflection of the violent battle imagery in the poem, 'bombarded' and 'salvo', could be explained by Heaney in his life.
10. a) 'huge peak, black and huge'; 'with trembling oars'; 'a trouble to my dreams'; 'mighty forms that do not live like men'. (Note: students can select any quotation and explain how it shows nature as awe-inspiring and sublime.)  
b) The belief of Romantic poets in the sublime qualities of nature is clear in the poem. Attention to the overwhelming power and intimidating structure of the mountain and the boat. By personifying the mountain, he further draws on the Romantic belief that nature is dominating that humanity. Furthermore, in leaving us on the narrator's troubled boat, reflecting Wordsworth's feelings of human vulnerability and insignificance in the face of nature.
11. a) Well-used books; fragile buildings; maps; grocery receipts; architectural plans.  
b) By using the extended metaphor, the poet is exploring the intimacy of life and death, drawing on her personal experiences and family relationships to explore the depth of her own individual, small acts of writing 'names and histories' in 'books', or how mundane objects like 'grocery shops', can tell us intimate details about a person's life.
12. a) Ted Hughes was a young child during World War II. Although he never served in the military, the impact of the war around him was profound. His own father had been a soldier serving in World War I.  
b) Having witnessed the impact of the conflict in World War II as a child, Ted Hughes was deeply affected. Although Hughes himself did not experience life on the front lines, his poetry often reflects a deep empathy for the suffering of the soldiers and the loss of the name of 'King, honour, human dignity, etcetera'.
13. a) 'Incantations' and brainwashing; 'Samurai sword'; 'shaven head'; 'one-way journey'; 'community shame'.  
b) In leaving the poem on a bleak image questioning 'which had been the better world', the poet is sympathising with the pilot, reflecting her criticism of the extreme nature of the war and the disgrace. Furthermore, the juxtaposition between the hard-hitting opening stanza and the softer stanza that follows highlights the poet's disapproval of the dangerous effects of the war on the pilot, contrasting the natural and pleasant realities that have changed the pilot's mind.
14. a) Poppies, war memorial, uniform.  
b) The poet uses the universal symbol of remembrance with her references to poppies to remind us of the deep loss and love felt by those who have lost loved ones in the war. The feelings of a mother towards her soldier child are clear as she is drawing out the time between allowing her child to go out and fulfil their dreams and the fear of the description of the process of the child's death. The uniform acts as another reminder of the war, given to her child, reflecting the pride and love the mother feels despite her fear.

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## Flash Cards: Quotations

Correct poems/quotations listed below. Note: the quotes in italics are just examples. Study from the poem.

<p><b>'Ozymandias'</b></p> <p><b>'lone and level sands'</b>  <i>'vast and trunkless'</i>  <i>'cold command'</i></p>	<p><b>'Poppies'</b></p> <p><b>'steeled the softening of my face'</b>  <i>'released a sona... from its cage'</i>  <i>'leaned... like a wishbone'</i></p>	
<p><b>'Exposure'</b></p> <p><b>'Dawn massing in the east'</b>  <i>'melancholy...'</i>  <i>'Sudden... of bullets'</i>  <i>'But... happens.'</i>  <i>'tissue'</i></p>	<p><b>'Sonnet Charge'</b></p> <p><b>'bullets smacking the belly out of the air'</b>  <i>'Terror's touchy dynamite'</i>  <i>'numb as a smashed arm'</i></p>	
<p><b>'transparent with attention'</b>  <i>'might fly our lives like paper kites'</i>  <i>'turned into your skin'</i></p>	<p><b>'London'</b></p> <p><b>'mind-forged manacles'</b>  <i>'marriage hearse'</i>  <i>'marks of weakness, marks of woe'</i></p>	
<p><b>'Remains'</b></p> <p><b>'probably armed, possibly not'</b>  <i>'pain itself, the image of agony'</i>  <i>'dug in behind enemy lines'</i></p>	<p><b>'Kamikaze'</b></p> <p><b>'he must have wondered / which had been the better way to die.'</b>  <i>'enough fuel for a one-way / journey into history'</i>  <i>'strung out like bunting'</i></p>	
<p><b>'My Last Duchess'</b></p> <p><b>'As if alive'</b>  <i>'Half-flush that dies along her throat'</i>  <i>'I gave commands;</i>  <i>/ Then all smiles stopped'</i></p>	<p><b>'War Photographer'</b></p> <p><b>'spools of suffering'</b>  <i>'a half-formed host'</i>  <i>'A hundred agonies in black-and-white'</i></p>	

## Quotation Explosion: Your Turn

- 'This grew: I gave commands —'** — The *caesura* isolates each point, changing the pace of attention, highlighting the threatening nature of the duke's commands. The word 'commands' emphasises the duke's control over others, including his wife.

**'Then all smiles stopped together. There she stands'** — 'all smiles' creates a sense of the duke's power and the impact of his actions. The *caesura* created by the full stop draws attention to the duke's wife's death.

**'As if alive.'** — The use of the simile term 'as if' draws our attention to the fact that she is dead, strengthening the insinuation that the duke has been involved in her death and reflects the death of Lucrezia, the first wife of Duke Alfonso of Ferrara.
- 'Nothing beside remains.'** — 'Nothing' draws our attention to the depth of Ozymandias' fall; he now has nothing left to show for his command.

**'Round the decay'** — 'decay' creates an impression of deterioration, again highlighting the duke's fall.

**'Of that colossal wreck, boundless and bare,'** — The oxymoron 'colossal wreck' shows the duke's dominance and its more recent fall into ruin. The stark contrast between the two reinforces the duke's fall. Alliteration in 'boundless and bare' gives the poem a harsh, plosive sound, which reflects the nature of Ozymandias.

**'The lone and level sands stretch far away.'** — Contrasting with the plosive 'b', the soft 's' and the sibilance in 'sands stretch' reflect the gentle yet permanent force of nature in the face of the unsustainable power of Ozymandias.
- 'he's here, in my head when I close my eyes,'** — Alliteration of the 'h' sound draws attention to the duke's power and the impact of his actions. It creates a soft sound that complements the sibilant 'h' in 'head'.

**'Dug in behind enemy lines'** — Battle imagery and personification highlight the fact that the duke has experienced traumatic events during conflict.

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**Card Sort: Technique and Quotation**

1.
  - a. Metaphor → 'released a songbird from its cage' ('Poppies')
  - b. Personification → 'My city hides behind me' ('The Emigree')
  - c. Simile → 'Little fishing boats strung out like bunting' ('Kamikaze')
  - d. Juxtaposition → 'look on my works ye mighty and despair.' / 'Nothing beside me' ('Exposure')
  - e. Alliteration → 'His terror's touchy dynamite' ('Bayonet Charge')
  - f. Sibilance → 'Sudden successive flight of bullets streak the silence.' ('Exposure')
  - g. Oxymoron → 'Marriage hearse' ('London')
  - h. Colloquial language → 'Dem tell me' ('Checking History')
  - i. Caesura → '... Rural England. Home' ('War Photographer')
2. *(Note: Student responses will vary, but below are some examples of possible analysis)*
  - a. The metaphor of the songbird highlights her child's need to spread his wings and the metaphor of the cage from its 'cage' the mother is acknowledging her need to let go or risk it.
  - b. Gives innocence and vulnerability to the image of her city, reinforcing the fact that her identity is under threat from the conflict and racism she experiences.
  - c. Beautiful and peaceful imagery. Suggests that life is worth living and creates a desire to turn back.
  - d. Highlights the futility of man's arrogance and perceptions of power. Highlights that war is vulnerable and impermanent.
  - e. Harsh, plosive sounds that create the sound of a ticking time bomb. Mimics the heart and the fear that is coursing through him.
  - f. Mimics the whistling of the bullets in the air. Reinforces the idea that the men are suffering inflicted by war.
  - g. Gives a negative and unpleasant atmosphere, showing the bleakness and degradation of war.
  - h. Forces the reader to 'hear' the poem in Agard's own colloquial language. Mocks the British colonial expectations that were forced on the Caribbean and acts as a protest against the British colonial expectations that were forced on the Caribbean.
  - i. Creates a momentary pause. Shows the reflection of the war photographer as he looks at the war zones.

**Challenge Activity:**

Reward any correct response of example from the anthology.

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## Poem Analysis

1. How is authority abused in 'London' and 'My Last Duchess'?

Furthermore, in his use of conversational tone, it is made clear that the Duke is at ease over his guest. Stating that 'none puts by the curtain I have drawn for you, but I', the Duke's obsessive and controlling behaviour over everyone he meets, which creates sympathy for the Duchess, highlights the extent of his dominance and cruelty.

The abuse of authority is clear in both 'London' and 'My Last Duchess'. However, when presented with the corruption of an entire government, in 'My Last Duchess' this is highlighted. His repetition of the phrase 'as if nothing' towards the Duchess's death, immediately makes him responsible for her death.

In 'London', through the repetition of the noun 'chartered', Blake is emphasising the entire city is controlled and owned by the corrupt government. Furthermore, in linking 'Thames' to 'chartered' is criticising the injustice of a government claiming ownership over resources shared equally.

On the other hand, in 'My Last Duchess', the Duke's authority remains entirely personal. When he gave commands, he is drawing our attention to the Duke's controlling behaviour as outlined when he implies that 'all smiles stopped', instantly suggesting that his control has a negative impact on his last wife.

As a Romantic poet, Blake felt strongly about the importance and sublime beauty of nature, which have been outraged by any attempts to control and take ownership over it. Therefore, the alliteration 'weakness' and 'woe' directly indicates his belief that in trying to use it for his own nature, the government has created a sense of universal suffering.

2. How do 'Kamikaze' and 'The Charge of the Light Brigade' reflect ideas about pride and sacrifice?

The sacrifice itself is given further emphasis in the reminder of the horrors of the war. The metaphor 'Back from the mouth of hell' links the soldiers' journey to the worst place imaginable, highlighting the extent of the suffering the men were subjected to. Despite this, they bravely rode forward. In 'Kamikaze', honour is presented in a very different way. In stating that the pilot was 'loved', there is a clear message that he was willing to die for his country, the kamikaze pilot's family. This was a prominent view in kamikaze culture, leaving those who had failed to be ostracised by their families, and in highlighting this, the poet is emphasising the importance of honour. Both 'Kamikaze' and 'The Charge of the Light Brigade' present ideas about pride and sacrifice, with 'The Charge of the Light Brigade' demonstrating the glory of dying for your country and 'Kamikaze' highlighting the harsh realities of kamikaze culture.

At the end of 'Kamikaze', the poet draws further attention to the overriding consequences of the war, asking questions 'which had been the better way to die', suggesting that the pilot's isolation and suffering was greater than death itself.

The rhetorical question 'When can their glory fade?' in 'The Charge of the Light Brigade' suggests that the soldiers are heroes for their sacrifice, inviting the reader to consider the rewards they have earned as a result.

3. Responses to self-written paragraph dependent on students' own ideas.

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## Answers to Exam Preparation Activities

### Comparison Strategies 1

Although responses for this activity will be dependent on student choices, below are some students might choose to compare for each theme.

1. 'War Photographer': 'he earns his living and they do not care' / 'bath and pre-lunch tea'; 'The Emigreee': 'They accuse me'; 'my city hides behind me' / 'evidence of sunlight'
2. 'Storm on the Island': 'like a tame cat / turn to a savage'; 'it is a huge nothing that we fear'; 'The Charge of the Light Brigade': 'into the valley of death'; 'mouth of hell'; 'horse and man'
3. 'The Charge of the Light Brigade': 'Noble six hundred!'; 'When can their glory fade?'; 'Bayonet charge'; 'King, honour, human dignity, etcetera'; 'terror's touchy dynamite'

### Memory Challenge

Answers for this question will vary depending on the poems and themes chosen by the student.

### Writing Challenge

Answers are dependent on students' own ideas. However, support with revising/answering questions using the Revision of the Anthology grid.

### Comparison Strategies 2

Although students may come up with different ideas, below is an example of things a student could include in the Venn diagram.

**'Poppies':** 'released a songbird from its cage'; 'the world overflowing like a treasure chest'; 'child's potential, releasing him despite her emotional turmoil'

'hoping to hear your playground voice' – creates a sense of longing and a desire to go back

**Context:** inspired by war memorial – the idea of a mother's fear and pride as she watched her son go to war

**'Kamikaze':** 'and remember to his brothers waiting on the shore' – connotes the pain of waiting; 'strung out like a string of pearl-grey pebbles' – nature imagery shows his past is a strong influence on his decision-making

'he must have wondered...'; 'which had been the better way to die' – reflects the regret he feels because of his decisions

**Context:** kamikaze culture, the importance of honour and sacrifice and the idea of shame and orders. This compared with the beautiful nature descriptions shows the inner conflict between duty and duty.

**Similarities:** Both poems show the inner conflict of the character, torn between their past and present. Both create a sense of nostalgia and longing when reflecting on the past.

### Essay Planning Top Tips!

Answers for this activity are dependent on student choice. Methods and examples to support the activity.

### Writing a Comparison Paragraph

1. A clear opening sentence, answering the question in the form of a concise statement
2. Subject terminology and integrated references used to analyse Poem 1
3. Comparison connectives used to link the two poems
4. Subject terminology and integrated references used to analyse Poem 2
5. Links to the main question for each poem (linked to each analysis)
6. A concluding statement to ensure your points all link back to the main question/theme

### Challenge:

Answers for this question will vary depending on the poems and questions chosen and the student's own ideas.

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## Structuring a Comparison Essay

The correct order is:

- Rewrite the question in statement form, explaining clearly how the key theme is addressed.
- Bring in your first example from one of the poems. Embed it into the text along with what the technique is.
- Give a clear, analytical explanation about your first embedded quotation. Link this to the writer's message.
- Use a comparison connective to link the poems together.
- Bring in an embedded example from the second poem (from memory) and use subject techniques used.
- Analyse the second poem's embedded quotations and link this to the context of the poem.
- Use effective connectives (e.g. furthermore, in addition) to open your second paragraph flow with your second argument for the first poem. Talk about the first poem using PEAL.
- Use comparison connectives to link the poems in your second argument.
- Use PEAL to connect your second argument to the other poem. Remember to link your second argument to the poem.
- Continue your essay, using PEAL to explore each poem and comparison connectives to link the poems together.
- (You should aim for **three** paragraphs using this structure.)
- Summarise how each poem explores the theme or topic outlined in the question. Bring in your own ideas and link them between the context of the poem and the writer's message.

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## Indicative Content for Practice Exam-style Questions

1. Compare how poets present the fragility of humankind in 'Extract from, The Prelude' and 'Power and Conflict'.

### Indicative Content

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the way human fragility is presented, e.g. 'The Prelude' and 'Power and Conflict'</li> <li>Comparison of the dominance of nature over humankind, e.g. 'The Prelude' or 'Exposure'</li> <li>Comparison of the way the decline in mental health is presented to reflect 'My Last Duchess' or 'Remains'</li> <li>Comparison of the delicate and impressionable nature of human emotions</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the personification of nature to reflect its power in 'The Prelude' and, e.g. 'Exposure' / 'Storm on the Island' / 'Ozymandias'</li> <li>Any comparison of the use of language and structural techniques (e.g. verse / rhyme schemes) to represent ideas of deteriorating mental health from 'The Prelude' and, e.g. 'My Last Duchess' / 'Storm on the Island'</li> <li>Use of tone and first-person perspective to create a deeper perspective in 'Extract from, The Prelude' and, e.g. 'My Last Duchess' / 'Remains' / 'Storm on the Island'</li> <li>Possible comparison of figurative techniques (metaphors, similes, alliteration) in 'The Prelude' and, e.g. 'Storm on the Island' / 'Remains' / 'Ozymandias' / 'Power and Conflict'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about the sublime power of nature and its effect on humankind</li> <li>Ideas about mental health struggles and links to PTSD</li> <li>Ideas about Romanticism and the representation of the sublime power of nature</li> <li>Ideas about war and the impact of conflict on humankind</li> </ul>

2. Compare how poets present the conflict between humankind and nature in 'Storm on the Island' and another poem from Power and Conflict.

### Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the harsh impact of nature and the weather on humankind in 'Storm on the Island' and 'The Prelude'</li> <li>Comparison of ideas about the vulnerability of people to the weather, e.g. 'The Prelude' and 'Storm on the Island'</li> <li>Comparison of the way nature's permanency is presented vs the impermanency of humankind, e.g. 'Ozymandias'</li> <li>Comparison of the physical damage caused by the weather and nature in 'Storm on the Island' and 'The Prelude'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of war imagery to represent the weather in 'Storm on the Island' and 'The Prelude'</li> <li>Comparison of personification to create a violent and harmful image of nature in 'Storm on the Island' or 'Exposure'</li> <li>Comparison of the use of particular techniques (such as structural features, repetition, imagery) to reflect the dominance of the weather vs the suffering of humankind in 'Storm on the Island' or 'Exposure'</li> <li>Comparison of the use of poetic devices (such as alliteration and sibilance) to represent the weather on humankind, e.g. 'Exposure' or 'Ozymandias'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about the sublime power of nature and its overpowering effect on humankind</li> <li>Possible connections between the poem's use of war imagery and their impact on humankind, e.g. 'Exposure'</li> <li>Ideas about Romanticism and romanticised views of nature, e.g. 'Ozymandias' and 'The Prelude'</li> <li>Ideas about how the poem suggests that human pride and arrogance can be overcome by nature</li> </ul>

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3. Compare how poets present fear and panic in 'Bayonet Charge' and in one other poem from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the representation of fear or suffering as a result of war, e.g. 'Exposure'</li> <li>Comparison of the violent representation of conflict, war and death, e.g. 'Exposure'</li> <li>Comparison of the representation of fear caused by personal circumstances, e.g. 'The Emigree'</li> <li>Comparison of human reactions to fear and panic, e.g. 'Remains' or 'Storm on the Island'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of figurative language (such as metaphors and similes), e.g. 'War Photographer' or 'Remains'</li> <li>Comparison of the use of particular techniques (such as structural features and stanza formation) to reflect fear and panic, e.g. 'Remains' or 'Storm on the Island'</li> <li>Comparison of language techniques (such as enjambment and caesura) to reflect fear and panic, e.g. 'Storm on the Island' or 'War Photographer'</li> <li>Comparison of poetic devices (such as alliteration and sibilance) to reflect the violence of war, e.g. 'Remains' or 'War Photographer'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about questions raised about honour, patriotism and heroism in war</li> <li>Ideas about the links to traumatic experiences, fear and panic and PTSD</li> <li>Comments on the apathy of humanity to distant fear and suffering, e.g. 'Exposure'</li> <li>Ideas about the links between war, and fear and panic – particularly in the context of modern wars in 'War Photographer'</li> </ul>

4. Compare how poets present ideas about feelings of abandonment in 'Exposure' and in one other poem from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the representation of feelings of abandonment, e.g. 'Exposure' or 'Kamikaze'</li> <li>Comparison of the ways war can lead to feelings of abandonment, e.g. 'Exposure' or 'Kamikaze'</li> <li>Comparison of the emotional suffering caused by abandonment, e.g. 'Exposure' or 'Kamikaze'</li> <li>Comparison of the ways memories of home can heighten feelings of abandonment, e.g. 'The Emigree'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of juxtaposed images of past and present to reflect feelings of abandonment, e.g. 'The Emigree' or 'Kamikaze'</li> <li>Comparison of the use of figurative techniques (such as personification) to reflect feelings of abandonment, e.g. 'The Emigree'</li> <li>Comparison of structural techniques (such as stanza formation, rhythm and rhyme) to emphasise the feelings of isolation and abandonment</li> <li>Comparison of the use of imagery (such as light and nature imagery) to reflect memories of home and feelings of abandonment, e.g. 'The Emigree' or 'Kamikaze'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about World War I and the treatment of the soldiers on the front lines</li> <li>Ideas about the belief in death and honour in samurai culture and the willingness to follow their duty</li> <li>Ideas about the displacement of people due to conflict and the feelings of loss created by leaving home and country</li> <li>Ideas about the ways that war and conflict can lead to feelings of abandonment</li> </ul>

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5. Compare how poets present ideas about emotional anguish in 'War Photographer' from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any possible comparison of the ways emotional anguish is presented, 'Bayonet Charge'</li> <li>Comparison of the connections between witnessing physical suffering e.g. 'Remains'</li> <li>Comparison of the connections between war and emotional anguish, 'Charge', 'Kamikaze' or 'Exposure'</li> <li>Comparison of allusions to emotional anguish, e.g. 'Remains', 'Poetry' or 'Exposure'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of figurative language (such as metaphor) to emotional anguish, e.g. 'Remains', 'Bayonet Charge' or 'Exposure'</li> <li>Comparison of structural features (such as rhyme scheme, stanza form) to present thought processes and emotional anguish</li> <li>Comparison of poetic devices (such as alliteration and sibilance) to reflect emotional anguish, e.g. 'Remains', 'Bayonet Charge' or 'Exposure'</li> <li>Comparison of juxtaposed imagery to present the conflict in emotions, e.g. 'The Emigree' or 'Kamikaze'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about the apathy of humankind towards other people's emotional anguish, 'Photographer' and 'The Emigree'</li> <li>Ideas exploring the links between emotional trauma and mental illness, 'Photographer' and 'The Emigree'</li> <li>Ideas about the links between World War I and the emotional anguish, 'Exposure' or 'Bayonet Charge'</li> <li>Ideas about the impact of war and conflict on emotional anguish</li> </ul>

6. Compare how poets present the abuse of authority in 'My Last Duchess' and in one other poem from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the presentation of the abuse of authority, e.g. 'My Last Duchess' and 'London'</li> <li>Comparison of the ways in which power and authority are used to assert control, 'My Last Duchess' or 'Ozymandias'</li> <li>Comparison of the exploration and criticism of the attitudes of those in power, 'My Last Duchess' or 'London'</li> <li>Comparison of the ways in which ignorance, pride, apathy and greed are used to assert control, 'My Last Duchess' or 'Ozymandias'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of character voice and how it is used to represent authority, e.g. 'Ozymandias'</li> <li>Comparison of structural techniques (such as rhyme scheme, stanza form, caesura) to reflect the control inflicted by those in a position of authority, 'My Last Duchess' or 'Ozymandias'</li> <li>Comparison of poetry forms (such as alternate rhyme in 'London', or sonnet in 'My Last Duchess') to reflect the abuse of authority</li> <li>Comparison of the use of literary devices (such as metaphor, juxtaposition, simile) to reflect the abuse of authority, 'My Last Duchess' or 'Ozymandias'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about the rumours surrounding the Duke of Ferrara in sixteenth century Italy, 'My Last Duchess'</li> <li>Ideas about class oppression and the abuse of power from authorities, 'London' or 'My Last Duchess'</li> <li>Ideas about the vanity and hubris of Ramesses II of Ancient Egypt, 'Ozymandias'</li> <li>Ideas about the link between Romanticism and beliefs in the overriding importance of nature, 'My Last Duchess' or 'Ozymandias'</li> <li>Ideas about the link between Romanticism and beliefs in the overriding importance of nature, 'My Last Duchess' or 'Ozymandias'</li> </ul>

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7. Compare how poets present ideas about duty and honour in 'Kamikaze' and in one other poem from the Power and Conflict Anthology.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the presentation of duty and honour, e.g. 'Bayonet Charge' or 'Exposure'</li> <li>Comparisons of the ways patriotism and duty are presented, e.g. 'Bayonet Charge' or 'Exposure'</li> <li>Comparison of comments on the senselessness of dying for your country and honour, e.g. 'Bayonet Charge' or 'Exposure'</li> <li>Comparison of the different attitudes towards duty and honour, e.g. 'Bayonet Charge' or 'Exposure'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparisons of the use of juxtaposition to reflect questions about duty and honour, e.g. 'Exposure' or 'Bayonet Charge'</li> <li>Comparisons of structural features, including form, stanza formation, to reflect messages about duty and honour, e.g. 'Charge of the Light Brigade' or 'Bayonet Charge'</li> <li>Comparison of the use of literary devices (such as metaphors and similes) to reflect messages about duty and honour, e.g. 'Charge of the Light Brigade', 'Exposure' or 'Bayonet Charge'</li> <li>Comparison of the use of imagery to present contrasting ideas about duty and honour, e.g. 'Charge of the Light Brigade', 'Bayonet Charge' or 'Exposure'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about how duty and honour are perceived in samurai culture – 'Kamikaze'</li> <li>Ideas about the importance of propaganda in World War I and the notion of duty and honour compared to the realities of war</li> <li>Ideas about the death of the soldiers in the Battle of Balaclava, and how their deaths have led to ideas of duty and honour – 'The Charge of the Light Brigade'</li> <li>Ideas about the opposing attitudes towards the notion of duty and honour presented in the poems</li> </ul>

8. Compare how poets present ideas about prejudice in 'Me History' and in one other poem from the Power and Conflict Anthology.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of ideas about prejudice, e.g. 'Kamikaze' or 'Checking Out Me History'</li> <li>Comparison of the ways prejudice can lead to loss of identity, e.g. 'Checking Out Me History' or 'Kamikaze'</li> <li>Comparison of the presentation of the emotional impact of prejudice, e.g. 'Kamikaze' or 'Checking Out Me History'</li> <li>Comparison of the ways reactions to prejudice are explored, e.g. 'Checking Out Me History' or 'Kamikaze'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of imagery to represent feelings about prejudice, e.g. 'Me History'</li> <li>Comparison of the use of structural techniques (such as stanza formation) to emphasise attitudes of prejudice, e.g. 'Checking Out Me History' or 'Kamikaze'</li> <li>Comparison of the use of figurative language (such as metaphor or personification) to represent the impact of prejudice, e.g. 'Kamikaze' or 'Checking Out Me History'</li> <li>Comparison of the use of nature and weather imagery to explore feelings about prejudice, e.g. 'Kamikaze' or 'Checking Out Me History'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about war and conflict and the impact on civilians</li> <li>Ideas about samurai culture and the forced ideologies that lead to prejudice, e.g. 'Kamikaze'</li> <li>Ideas about British colonialism and the impact of decisions made by the British, e.g. 'Me History'</li> <li>Ideas about racism and the impact of race-related prejudice worldwide</li> </ul>

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9. Compare how poets present the conflict between the past and the present in 'Poppy' and another poem from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of the way the conflict between past and present is presented, e.g. 'Photographer' or 'Kamikaze'</li> <li>Comparison of the internal emotional conflict created by memories, e.g. 'The Emigree'</li> <li>Comparison of the ways past and identity are presented, e.g. 'Checking Out History'</li> <li>Comparison of the ways childhood and adulthood are presented, e.g. 'The Emigree'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of juxtaposition of past and present to present ideas, e.g. 'Remains'</li> <li>Comparison of structural features (such as stanza formation, rhythm and rhyme) to present ideas about the conflict between past and present, e.g. 'Kamikaze' or 'Remains'</li> <li>Comparison of figurative language (such as metaphors, similes and personification) to present ideas about the conflict between memories and the present, e.g. 'Kamikaze' or 'The Emigree'</li> <li>Comparison of nature imagery to reflect the conflict between past and present, e.g. 'The Emigree' or 'Kamikaze'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about war and conflict and the impact it has on the past and present, e.g. 'The Emigree'</li> <li>Ideas about PTSD and the impact of traumatic memories on the present, e.g. 'The Emigree'</li> <li>Ideas about the displacement of refugees and the conflict this creates, e.g. 'The Emigree'</li> <li>Ideas about war memorials and the act of remembering fallen soldiers and the impact it creates for those whose loved ones are still fighting, e.g. 'The Emigree'</li> </ul>

10. Compare how poets present ideas about death and glory in 'The Charge of the Light Brigade' and another poem from Power and Conflict.

Indicative Content:

AO1	<ul style="list-style-type: none"> <li>Any valid comparison of ideas about death and glory, e.g. 'Kamikaze' or 'The Charge of the Light Brigade'</li> <li>Comparison of the way poets present notions of death and glory, e.g. 'The Charge of the Light Brigade' or 'Kamikaze'</li> <li>Comparison of ideas about the impact of death on glory, e.g. 'Ozymandias' or 'The Charge of the Light Brigade'</li> <li>Comparison of how patriotic views are presented, e.g. 'Kamikaze' or 'The Charge of the Light Brigade'</li> </ul>
AO2	<ul style="list-style-type: none"> <li>Possible comparison of the use of imagery to present ideas about death and glory, e.g. 'Kamikaze' or 'Exposure'</li> <li>Comparison of the use of structural features (such as stanza formation, rhyme and rhythm) to present ideas of death and glory, e.g. 'Kamikaze' or 'Exposure'</li> <li>Comparison of figurative language (such as metaphor or personification) to present ideas about death and glory, e.g. 'Bayonet Charge'</li> <li>Comparison of language features (such as alliteration or sibilance) to present ideas about death and glory, e.g. 'Bayonet Charge' or 'Ozymandias'</li> </ul>
AO3	<ul style="list-style-type: none"> <li>Ideas about war and conflict and the propaganda used to recruit soldiers, e.g. 'The Charge of the Light Brigade'</li> <li>Ideas about samurai culture and extreme notions about death and honour, e.g. 'Kamikaze'</li> <li>Links between the Crimean War and the Battle of Balaclava and notions of death and glory, e.g. 'The Charge of the Light Brigade'</li> <li>Ideas about Remembrance Day and commemorating the death of soldiers and the impact it creates for those whose loved ones are still fighting, e.g. 'The Charge of the Light Brigade' or 'Exposure'</li> </ul>

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## Answers to Worked-through Example

### Breaking down the Question

1. No written response required. Students to highlight key words of explanation on activity sheet.
2. Possible poem choices: 'Exposure', 'Ozymandias', 'Extract from, The Prelude'
3. Answers dependent on students' choice of poem for analysis.
4. Possible ideas for 'Storm on the Island':  
**Language:** Metaphor; Simile; Personification; Oxymoron; Plosives; Simile; Conversational tone  
**Form:** Blank verse; Iambic pentameter; Single-stanza poem  
**Structure:** Imagery; Caesura; Present tense; Iambic pentameter

Note: responses for the second poem are dependent on student choices. Support can be found in the Revision of the Anthology grid at the start of the pack.

### Initial Planning

1. Metaphor → 'Leaves and branches can raise a tragic chorus in a gale'  
 Oxymoron → 'exploding comfortably'  
 Simile → 'spits like a tame cat turned savage'  
 Oxymoron → 'Strange, it is a huge nothing that we fear'  
 Conversational tone → 'you know what I mean'  
 Caesura → 'We are prepared: we build our houses squat'  
 Personification → 'Wizened earth'  
 Battle imagery → 'We are bombarded by empty air'
2. Responses for the Venn diagram are dependent on students' choice of poem. Support can be found in the Revision of the Anthology grid at the start of the pack.

### Planning a Response

1. Responses are dependent on students' choices. An example has been provided on the activity sheet for this task.
2. Self-assessment based on response given in question 1.

### Creating a Conceptualised Opening 1

#### Topic Sentence Activity

Dependent on students' own ideas. The below examples are just a suggestion.

1. True to their Romantic poetry origins, there is little doubt that both 'Ozymandias' and 'Exposure' present nature as an awe-inspiring and intimidating force with the power to overcome man.
2. There is little doubt that in both 'Storm on the Island' and 'Exposure' a sense of collective fear is the poets' emphasis on the isolation of the protagonists and their collective fear of what they've been subjected to.

### Challenge

Response dependent on students own conceptualised topic sentence.

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## Creating a Conceptualised Opening 2

### Pick apart the conceptualised opening

- Both poems are highlighting that the weather is a cruel and dominating force over people.
- There is an unmistakeable conflict between humankind and nature in both 'Storm on the Island' and 'Exposure'. Each poet **skilfully reflecting the dominating and cruel force the weather can inflict** in 'Storm on the Island' Heaney chooses to personify the weather in more animalistic terms **'like a tame cat turned savage'** to draw out the wild and uncontrollable nature of the storm. In 'Exposure' the poet creates a personal and sadistic image of the weather in 'Exposure' which reflects the cruel circumstances of the soldiers in World War I. The poet opens the poem immediately with **wind as a 'merciless' assassin** and then **immediately employs the violent phrase 'knives us'** to convey the **cruelty that is being inflicted on the soldiers at the front line** – something which Owen himself experienced first-hand. **This contrast can be seen further in each poem as the poet uses the word 'we' to refer to the effects of the storm in 'Storm on the Island'. Using the words 'cat' and 'gale', he accentuates the impersonal actions of the storm and draws out the fact that the islanders themselves do not feel fully victimised by the actions of the wind, which is why they say 'we are prepared' in the opening line of the poem.**
  - Bold font**
  - Underlined font
  - Italicised font*
  - Highlighted
- 'like a tame cat turned savage' – is good because it gives the weather an animalistic quality which makes it appear even more cruel.  
'knives us' and 'merciless' – these are also good because they give a more personalised feel to the weather and men seem more victimised by the weather and highlighting how vulnerable they are.  
'a tragic chorus' / 'a tame cat' / 'a gale' – these provide a sense of comparison between the weather and the soldiers that despite its animalistic rage, the weather is not victimising and targeting the islanders.  
'we are prepared' – this again highlights the difference between the poems' exploration of the weather and that the islanders are able to prepare for the storm unlike the soldiers.
- In drawing out the reference to Owen's experiences on the front line, the argument is made that the weather is a genuine experience which emphasises the sense of the brutality of the weather as experienced by the soldiers.
- At each stage of the analysis turns its focus in on the idea that the weather is presented as a cruel and dominating force for the key words and phrases inside the poem that suggest this and makes sure it is consistent throughout.

Activity 1: Based on students' own ideas. The modelled example can be used for support.

Activity 2: Self-assessment based on students' own work. Again, they can use the modelled example to help with this task.

Activity 3: Use the modelled essay on page 39 and the writing frame to help with the task.

### Writing Your Response

Essay frame and success criteria provided in the activity. Student response dependent on previous activities in the section.

### Comparison Activity

Self-assessment activity. Student response dependent on their own written response.

### Challenge

- Possible poems that highlight the conflict between humankind and nature: 'Ozymandias', 'Exposure', 'The Prelude', 'London'.
- Response dependent on student's poem choice. (The revision grid can be used to assess the response).

### Improve your Essay

Student responses will vary

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## Answers to Sample Student Essays with Activities

### Example Essay 1

#### Task One:

1. Students may have identified any of the following: *Clear comparisons / Subject terms / Comments on the writer's methods*
2. Students may have identified any of the following: *More developed language and so links to context*

#### Task Two:

Answers for this activity are dependent on the annotated version of the essay. Students should identify the points in the annotated essay and discuss how far they agree with the

#### Task Three:

Answers for this activity are dependent on student response. Peer-marking can be done in task two.

### Example Essay 2

#### Structure Sort:

(Note: this activity should be done before reading the essay.)

1. The paragraphs should be structured in the following order:  
4 (A Common Theme...)  
2 (Likewise...)  
5 (Furthermore...)  
1 (In a similar way...)  
3 (It is therefore...)

(Please note: the above answers for this activity are provided in full paragraph form.)

2. Answers are dependent on student response.

#### Task One:

(Note: answers are found in the annotated copy of the essay.)

Students may have identified any of the following:

#### Context

'Remains': is linked to the Iraq War. Criticises the ignorance of those who do not understand the links to the consequences of PTSD, like drugs and alcohol.

'War Photographer': talks about the iconic photo from the Vietnam War depicting a child war photographer and whether it's having the impact it should on the people who are reading it.

**Language** – Enjambment / Religious imagery / Violent imagery / Colloquial language / Metaphor / Plosive consonants

**Form and Structure** – Enjambment / Internal rhyme / Caesura

#### Task Two:

1. Enjambment and internal rhyme – 'tears' and 'beers' – draws attention to peace and the understanding about the horrors they're reading about.

Violent language and colloquial language – a raw and brutal presentation of the soldier's experience for real consideration of the consequences of his actions.

Plosive consonants – war zones: 'Belfast. Beirut. Phnom Penh.' Reflects the violence of the war.

Metaphor – 'flood shadow' in 'Remains' and 'half-formed ghost' in 'War Photographer' – the soldier and the photographer are haunted by the images and that they cannot get on with their lives.

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2. Some suggested responses that students may come up with for the blank boxes:

Sibilance – ‘Sun-smothered’ and ‘spools of suffering’ give a ghostly reflective tone which is explored in each poem

Rhyming couplet (‘War Photographer’) – ‘where’ and ‘care’ in the final stanza, draw attention to the message. Comments on the apathy of the public when faced with the realities of war

Personification – ‘dug in behind enemy lines’ – in ‘Remain’ – highlights the fact that the dead looter. War imagery here links back to the fact that he’s always in a war zone

Repetition – ‘Probably armed, possibly’ – emphasises the fact that the soldier is caught in a war zone. Shows that he cannot escape his guilt

**Challenge:** Responses are based on students’ own ideas and their own choice of technique

### Task Three:

Possible comments that students could make are identified below.

**AO1:** The paragraph clearly compares the way emotional anguish is presented in each poem and presents this theme in a different way in good detail. Integrated quotations are used well and matches up to the theme identified in the question.

**AO2:** Subject terminology is used to identify the writer’s methods and there is a clear understanding of how techniques have been used to put across the poet’s message. Both poems are discussed in detail and explored and compared in each poem.

**AO3:** The end of the paragraph focuses on the context of the poems, with more detailed analysis integrated more thoroughly throughout the paragraph, and more references to the context made to improve it.

### Example Essay 3

#### Task One:

The answers to this activity are dependent on student’s own ideas and judgements. They are shown with the annotated copy of the essay.

#### Task Two:

- 8 (On the other hand...)
- 2 (He talks about...)
- 5 (Agard also uses colloquial...)
- 1 (Furthermore, he uses...)
- 7 (This is similar...)
- 4 (The simile shows...)
- 6 (This creates a feeling of...)
- 3 (Like Agard...)

Responses to assessment questions are based on individual student judgements and the context of the question.

#### Task Three:

1. Students can select any quotation that is relevant to the theme of prejudice based on the context. Possible examples are listed below:

‘The Emigree’: ‘they accuse me...’ / ‘dark in their faces’ / ‘my shadow falls as evidence’  
 ‘Checking Out Me History’: ‘Dem tell me’ / ‘what my own identity’ / ‘Blind me to my own identity’

2. Quotes listed in the essay are:

‘The Emigree’: ‘this was a country’ / ‘sunlight clear’ / ‘That child’s vocabulary’ / ‘grammar’ / ‘may now be a lie, banned by the state’ / ‘they accuse me of being dark’ / ‘they accuse me of absence’ / ‘branded by an impression of sunlight’

‘Checking Out Me History’: ‘Dick Whittington and he cat’ / ‘Robin Hood’ / ‘Dem tell me’ / ‘to my own identity’ / ‘a yellow sunrise’ / ‘a healing star’

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# Context Challenge:

Support with this question can be found in the revision grid at the start of the resource.

# Deeper Thinking Challenge:

Answers are dependent on students' own ideas. However, support with revising/answers can be found in the Revision of the Anthology grid.

## Example Essay 4

### Task One:

Comparison connectives	Specific subject terminology	
Whereas	Colloquial phrase	Immerse
A similarity between	Past tense	The
Furthermore	Adverb	Reinforce
In addition	Aggressive verb	Pull
Similarly	Plosive consonants	Draw
	Metaphor	Create
	Verb	High
	Juxtaposes	Further
		Suggest
		To

### Task Two:

Possible responses students could give to the 'Quote Explosion':

*'de man who discover de balloon'* – colloquial language; plosive consonant 'd' helps to create a sense of discovery; 'de man' is nameless, suggesting Agard has no interest in him or his name

*'First Black / Republic Born'* – 'First' creates a sense of pioneering; 'Black' a reminder of Agard's heritage; 'Born' gives a sense of new life and beauty that links to his views about the world

*'the frontiers rise between us, close like waves.'* – 'rise' creates a sense of something large and powerful; 'close like waves' suggests the dangers that have grown out of nowhere in her country; 'close like waves' suggests a force that is crashing down on her powerfully and is not able to control or stop it; 'between us' gives a sense of separation between her and the country she loves

*'It lies down docile as paper'* – personification, 'lies down', gives the impression of something soft and vulnerable; 'docile as paper' suggests that she has to act as a representative for her home city and its people; 'docile' suggests she is not responsible for damage done by the tyrants and war

*'and even when de British said no / She still brave the Russian snow'* – 'even when' highlights the difficulty of her situation; 'brave' draws attention to the suggestion she had stood up for oppression against 'de British'; 'brave' suggests a sense of sacrifice and that she went despite the dangers

*'My city hides behind me'* – 'hides' creates a childish impression; 'behind me' suggests the protective role towards her home city, acting as a representative for it and protecting her from the world as she feels

### Task Three:

Answers for this activity can be found in the annotated copy of the essay (paragraph 5).

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## Appendices

### Appendix 1: Poem Summary Table (Blank)

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## Appendix 3: Essay Writing Frame (Blank)

Question:

Introduction: Brief comparison about how each poet presents the theme in the

PEAL Paragraph One: PEAL (Poem 1) – comparison connective – PEAL (Poem 2)

PEAL Paragraph Two: PEAL (Poem 1) – comparison connective – PEAL (Poem 2)

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PEAL Paragraph Three: PEAL (Poem 1) – comparison connective – PEAL (Poem 2)

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Conclusion: Brief summary of the main messages and links to the question in es



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