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# ENGLISH LITERATURE

EXAM BOARD: **AQA**

COURSE CODE: **8702**

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Name: .....

Tutor Group: .....

**ENGLISH LITERATURE SP - TOPIC 1****'Macbeth' Context****INTRODUCTION**

Shakespeare wrote Macbeth in 1606. Shakespeare was writing during the reigns of two monarchs, Queen Elizabeth I and King James I. The plays he wrote during James's reign, such as Macbeth, are darker and more cynical, reflecting the insecurities of the Jacobean period. Macbeth was written the year after the Gunpowder Plot of 1605. It is important to understand the political context in which it was written, as that is the key to the main theme of the play, which is that excessive ambition will have terrible consequences.

**KEY WORDS**

Jacobean	Relating to the reign of James I of England-when the play was written and first performed.
Contemporary	Living or occurring at the same time-the audience who would have watched the play at the time it was first performed
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character
Supernatural	An event attributed to some force beyond scientific understanding or the laws of nature.
Audience	The spectators of the play
Gothic	Belonging to or redolent of the Dark Ages; portentously gloomy or horrifying.
Tragic Hero	A great or virtuous character in a dramatic tragedy who is destined for downfall, suffering, or defeat

**FURTHER LINKS**

<http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramamacbeth/>

<http://www.newcollege.leicester.sch.uk/newcollege/files/Macbeth-Context-Worksheet.pdf>

**EXAM TIPS:**

Context is about placing the play in the time that it was written and showing that you understand that the time it was written had an influence on the play itself.

In your exam answers, you need to show understanding of context. Avoid using vague statements such as 'In this time...'

Suggested sentence starters:

*A contemporary audience would....*

*In presenting...in this way...*

*A Jacobean audience would...*

*Although a modern audience may...a contemporary audience would have...*

**KEY FACTS TO MEMORISE**

- Religious thinkers in the Middle Ages had upheld the idea of 'The Great Chain of Being'. This was the belief that God had designed an ordered system for both nature and humankind within which every creature and person had an allotted place. It was considered an offence against God for anyone to try to alter their station in life.
- The 'divine right of kings' was the belief that the power of monarchs was given directly by God, and thus monarchs were answerable only to God. Any opposition to the King was an attack on God himself, and therefore sacrilege, the most heinous of sins.
- Women were regularly burnt as witches, and Shakespeare presents his witches unequivocally as powerful and evil emissaries of the devil. In his day, the majority of the general public, too, believed in witches

**Understanding for EXAM QUESTIONS**

- Why is 'Macbeth' a typical tragedy?
- Why did Shakespeare make Banquo such an honourable character?
- Why did Shakespeare include witches in the play?
- Why would the play have appealed to King James?
- How did Shakespeare use the play to act as a warning?
- How would a Jacobean audience have reacted to events in the play and why might this be different today?

**STRETCH**

<https://www.sps186.org/downloads/basic/684199/Macbeth-%20Historical-Context.pdf>

Identify motifs used in the play. For example, how does Shakespeare use references to clothing for dramatic effect?

Explore how Shakespeare uses references to the following in the play:  
Nature, greatness, courage, femininity, lineage, loyalty.



## ENGLISH LITERATURE SP - TOPIC 2

### 'Macbeth' Plot

#### INTRODUCTION

The play has 5 acts and is a typical tragedy. The first part builds up to the turning point (Duncan's murder), and the second part deals with the consequence of this, which leads to the main character's downfall.

#### KEY WORDS

Establish	Set up or introduce
Develop	To (cause something to) grow or change into a more advanced, larger, or stronger form
Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Dramatic irony	Irony that is inherent in speeches or a situation of a drama and is understood by the audience but not grasped by the characters in the play.
Denouement	The final resolution or clarification of a dramatic or narrative plot
Fate	The development of events outside a person's control, regarded as predetermined by a supernatural power.
Free will	The ability to act at one's own discretion.

#### FURTHER LINKS

[https://www.shakespeare.org.uk/explore-shakespeare/shakespeares-plays/macbeth/?gclid=EALalQobChMlgpGK3Y213AIVRbvtCh3kiAteEAAYASAAEgIX8\\_D\\_BwE](https://www.shakespeare.org.uk/explore-shakespeare/shakespeares-plays/macbeth/?gclid=EALalQobChMlgpGK3Y213AIVRbvtCh3kiAteEAAYASAAEgIX8_D_BwE)

[http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramamacbeth/1drama\\_macbeth\\_plotrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english/literature/dramamacbeth/1drama_macbeth_plotrev1.shtml)

#### EXAM TIPS:

In order to do well in this question, you need to show understanding of the extract and of the rest of the play. This includes knowing the order in which events happen in the play and the way that characters or themes are developed.

Useful sentence starters:

Later in the play, ...

This ... is developed later in the play when ...

This links to....

At this point in the play, the audience...

Elsewhere in the play, ...

#### KEY FACTS TO MEMORISE

Act 1: Macbeth and Banquo meet the witches, Thane of Cawdor executed, Lady Macbeth reads letter, persuades M, Duncan arrives

Act 2: Macbeth kills Duncan, Malcolm flees, Macbeth crowned

Act 3: Banquo suspects Macbeth, murder of Banquo, Fleance escapes, Macbeth is haunted by Banquo's ghost at a banquet

Act 4: Witches show Macbeth future kings – sons of Banquo, Macduff's family murdered, Malcolm says he is dishonest to test Macduff's loyalty

Act 5: Lady Macbeth sleepwalks, dies, Macduff kills Macbeth, Malcolm restored as king.

#### Understanding for EXAM QUESTIONS

1. What are the witches' prophecies for Macbeth and Banquo?
2. Why does Macbeth go through with the murder?
3. What are the witches' prophecies for Macbeth the second time he meets them?
4. List the key moments in the play.
5. How does Shakespeare use soliloquies in the play?

#### STRETCH

[http://www.shakespearetheatre.org/\\_pdf/first\\_folio/folio\\_macbeth\\_about.pdf](http://www.shakespearetheatre.org/_pdf/first_folio/folio_macbeth_about.pdf)

Track how the characters develop or how themes are developed in the play using quotations

In what way could you say that the structure of this play sees Macbeth return to his hero like state at the end?

Why is the final Act of the play filled with so many short scenes both inside and outside the castle?

How does the use of dramatic irony present the characters of the witches and Macbeth to the audience?

How does Shakespeare use dramatic irony to make the audience feel sympathy (or not) for the characters?

## ENGLISH LITERATURE SP – TOPIC 3

### 'Macbeth' Characters

#### INTRODUCTION

The play centres on the ambition of Macbeth and his wife Lady Macbeth. Banquo is a friend to Macbeth at the start of the play but soon becomes suspicious of Macbeth's actions. Duncan and Malcolm represent good and noble leadership. The witches are evil characters who take advantage of Macbeth's ambition.

#### KEY WORDS

Tyrant	A cruel and oppressive ruler
Traditional	Existing in or as part of a tradition; long-established
Ambition	A strong desire to do or achieve something
Loyalty	A strong feeling of support or allegiance
Motivation	A reason or reasons for acting or behaving in a particular way
Usurper	A person who takes a position of power or importance illegally or by force
Hamartia	A fatal flaw in a character that leads to their downfall

#### FURTHER LINKS

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramamacbeth/2drama\\_macbeth\\_charrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/2drama_macbeth_charrev1.shtml)

<https://www.bl.uk/shakespeare/articles/character-analysis-the-witches-in-macbeth>

#### EXAM TIPS:

Characterisation is the creation or construction of a fictional character. You need to show that you understand that the characters in the play are constructs—they are not real people.

Suggested sentence starters:

In presenting Lady Macbeth in this way, Shakespeare...

In Shakespeare's presentation of ... at this point in the play....

Shakespeare shows that ....

Shakespeare uses the character of ... to...

#### KEY FACTS TO MEMORISE

- Macbeth- A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power.
- Lady Macbeth- Macbeth's wife who drives his ambition in the beginning but loses her control by the end.
- Banquo- Macbeth's close friend and ally who also receives prophecies from the witches.
- Duncan- King of Scotland at the beginning of the play who is portrayed as a strong respected leader.
- Macduff- A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.
- Malcolm- Duncan's son and next in line to the throne.
- The Three Witches- (Weird Sisters)- Portrayed as forces of nature that seem to know the future and are fascinating to Macbeth.

#### Structuring EXAM QUESTIONS about characters

Structuring your response will support you in getting a better grade.

Planning What/Why/ How

Introduction: Turn the question into a statement

Decide on a line of argument

Explain how the extract is important to our understanding of the character.

Try to include some context

Two In Analyse two quotations from the

extract in detail. Consider methods/audience/intentions/context

Two Out Write about two other places in the play that add to our understanding of this character

Example Exam Question:

Read the following extract from Act \_\_ Scene \_\_ of Macbeth and then answer the question that follows.

Starting with this extract, explore how Shakespeare presents \_\_\_\_\_

#### STRETCH

- Macbeth is an intelligent man. As he becomes more and more of a tyrant he stops planning and thinking and acts impulsively. Can you give three examples that show this change?
- Could you say that Lady Macbeth's cruelty is driven by her own unrealised desire for a child? Think of two things she says or does.
- Lady Macbeth provides a constant link and reminder to the witches and their actions. Give two examples.
- Is it true to say that Banquo acts as a foil for Macbeth? Give two ways in which this is true.

## ENGLISH LITERATURE SP - TOPIC 4

### 'Macbeth' Themes

#### INTRODUCTION

A theme is an idea that recurs in or pervades a work of literature. Themes in Macbeth include: kingship, loyalty, ambition, the supernatural, conscience, masculinity and power, fate and free will, appearance and reality.

#### KEY WORDS

symbolism	the use of symbols to represent ideas or qualities
motivation	a reason or reasons for acting or behaving in a particular way
interpretation	an explanation or way of explaining
motif	a dominant or recurring idea in an artistic work

#### FURTHER LINKS

<http://www.bbc.co.uk/bitesize/higher/english/macbeth/themes/revision/4/>

#### EXAM TIPS:

Put the extract in context of the play-does the extract represent the introduction of the theme or is it developing a theme that has already been introduced. How does Shakespeare use plot, imagery, dialogue or soliloquies to establish or develop a theme?

#### KEY FACTS TO MEMORISE

The main theme of Macbeth is the destruction wrought when ambition goes unchecked by moral constraints. Ambition is dangerous as it can spiral out of control. Both Macbeth and Lady Macbeth are eventually destroyed by their ambition.

Loyalty is rewarded and betrayal is punished.

The king was believed to have been appointed by God and should be holy.

Macbeth has the potential for greatness but gives in to ambition.

Evil is linked to gender. Masculine ideas of evil focus on violence and bloodshed.

The witches and the supernatural drive the action in the play.

Characters often hide their thoughts and pretend to be something they are not.

The play explores ideas of fate and free will.

#### Structuring EXAM QUESTIONS about theme

Structuring your response will support you in getting a better grade.

Planning What/Why/ How

Introduction: Turn the question into a statement

Decide on a line of argument

Explain how the extract is important to our understanding of the theme.

Try to include some context

Two In Analyse two quotations from the

extract in detail. Consider methods/audience/intentions/context

Two Out Write about two other places in the play that add to our understanding of this theme

#### STRETCH

<http://www3.st-benedicts.cumbria.sch.uk/wp-content/uploads/2017/01/Macbeth-Perspectives-Themes-Year-11-Task-Bank.pdf>

[http://www.gwashingtonhs.org/ourpages/auto/2014/1/21/59961240/Themes\\_McBeth.pdf](http://www.gwashingtonhs.org/ourpages/auto/2014/1/21/59961240/Themes_McBeth.pdf)

- Give an example of how the play shows the battle between good and evil.
- Give an example of how the play shows the theme of guilt.
- Give an example of how the play presents women.
- Give an example of how the play presents insanity.

Do you feel that there is a tension in how Shakespeare presents greatness in the play? Is greatness about power or goodness?



## 'Macbeth' 40 Key Quotations

1. Fair is foul, and foul is fair
2. Brave Macbeth-well he derives that name
3. O valiant cousin, worthy gentleman
4. Lesser than Macbeth and greater
5. And oftentimes, to win us to our harm, the instruments of darkness do tell us truths
6. This supernatural soliciting cannot be ill – cannot be good
7. If chance will have me king, why, chance may crown me, without my stir
8. Stars hide your fires, let not light see my black and deep desires
9. Yet do I fear thy nature; It is too full o' th' milk of human kindness; To catch the nearest way
10. unsex me here, And fill me from the crown to the toe top-full Of direst cruelty
11. Look like th' innocent flower, But be the serpent under 't
12. Art thou afeard To be the same in thine own act and valor / As thou art in desire?
13. We fail? But screw your courage to the sticking-place, And we'll not fail
14. False face must hide what the false heart doth know
15. Or art thou but a dagger of the mind, a false creation
16. Nature seems dead, and wicked dreams abuse / The curtained sleep
17. Had he not resembled my father as he slept, I had don't
18. I am afraid to think what I have done; Look on 't again I dare not.
19. Macbeth does murder sleep
20. Will all great Neptune's ocean wash this blood / Clean from my hand?
21. A little water clears us of this deed
22. The night has been unruly...Some say the Earth / Was feverous and did shake
23. I fear thou played'st most foully for it
24. Nought's had, all's spent where our desire is got without content
25. We have scorched the snake, not killed it
26. O full of scorpions is my mind
27. Things bad begun make strong themselves by ill.
28. this is the very painting of your fear
29. It will have blood, they say, blood will have blood.
30. I am in blood stepped in so far
31. By the pricking of my thumbs, Something wicked this way comes
32. This tyrant, whose sole name blisters our tongues, Was once thought honest
33. Bleed, bleed, poor country!
34. Out damned spot!
35. All the perfumes of Arabia will not sweeten this little hand.
36. What's done cannot be undone
37. I have lived long enough. My way of life is fall'n into the sere
38. Out, out brief candle. Life's but a walking shadow
39. At least we'll die with harness on our back
40. dead butcher and his fiendlike queen

## ENGLISH LITERATURE SP - TOPIC 5

### 'A Christmas Carol' Context

#### INTRODUCTION:

A Christmas Carol is a Victorian novel written by Charles Dickens. Telling ghost stories at Christmas time was a Victorian tradition – it was this tradition that Dickens' wanted to capitalise on to get across the strong message in his novel: that the rich should help the poor.

#### KEY WORDS

Victorian	connected with the period from 1837 to 1901 when Queen Victoria ruled Britain
Poverty	the state of being poor, of not having enough money to buy food to eat.
Poor Law	The Poor Law was the way that the poor were helped in 1815. The law said that each parish had to look after its own poor. If you were unable to work then you were given some money to help you survive. In 1834 this law was amended so that if you wanted support you had to enter the workhouse.
Workhouse	Where the Victorian poor had to go if they could not support themselves.

#### FURTHER LINKS

<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/britishsociety/thepoorrev1.shtml>

[http://www.bbc.co.uk/history/historic\\_figures/dickens\\_charles.shtml](http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml)

#### EXAM TIPS:

Context should be linked into your argument e.g the Cratchit family are used to highlight the harsh living conditions of the Victorian Poor

Context should be written about in 3 out of your 5 PEEL paragraphs

You should show you understand how the context links to Dickens main aims in the novel – to highlight the conditions of the poor and the way that they are treated by the rich.

#### KEY FACTS TO MEMORISE

Scrooge represents the rich Victorian capitalist. The Cratchits represent the poor Victorian workers.

Dickens' believed that the rich should help the poor. By paying fair wages and supporting charities the terrible conditions faced by the poor could be improved.

The poor law of 1834 meant that any able bodied unemployed people would be supported only if they entered a workhouse where conditions were deliberately harsh. Dickens strongly disagreed with this law.

Young children often worked long hours in dangerous conditions to help support their family financially.

Dickens believed that education was the route out of poverty. If children received schooling they would be able to get a job that could support them.

#### REVISION QUESTIONS

1. What does this quotation tell us about Scrooge? 'Are there no prisons?' Asked Scrooge'
2. What does this quotation tell us about? Bob Cratchit 'oh, a wonderful pudding! Bob Cratchit said, and calmly too, that he regarded it as the greatest success achieved by Mrs Cratchit.
3. Which characters demonstrate social responsibility throughout the story?
4. In what ways does Dickens present poverty and its consequences to Scrooge and to the reader?
5. 'There are many things from which I might have derived good, by which I have not profited' How is money presented in the novel? What effect does Dickens show money having on people?

#### STRETCH

Look at each stave of the novel in turn and find examples of Ignorance and Want. How does this help Dickens' achieve his intention of highlighting the negative impact of the 1834 Poor Law.

Research the conditions in the Victorian Poor House. Was the Poor Law fair? Did it help to solve the issues faced by an industrial nation? At what points in the novel can we see Dickens' opinions on The Poor Law?

**ENGLISH LITERATURE SP - TOPIC 6****'A Christmas Carol' Plot****INTRODUCTION:**

A Christmas Carol takes place over 5 Staves (chapters). Marley's ghost introduces the concept that three ghosts will visit Scrooge; the Ghosts of Present, Past and Future. They aim to show Scrooge the error of his ways.

**KEY WORDS**

Supernatural	That cannot be explained by the laws of science and that seems to involve gods or magic.
Narrative Voice	This is the voice of the person telling you the story. A story can contain both the narrative voice and the characters voice.
Stave	Another word for Chapter; a set of five lines upon which music is written.
Flashback	A part of a film/movie, play, etc. that shows a scene that happened earlier in time than the main story
Direct address	When the narrator talks directly to the reader using words like 'you'.
Contemporary	Belonging to the same time.
Modern	Of the present time.

**FURTHER LINKS**

<https://www.bbc.com/education/guides/zgvgbk7/revision/1>  
<http://www.sparknotes.com/lit/christmascarol/summary/>  
<https://www.rsc.org.uk/a-christmas-carol/plot>

**EXAM TIPS:**

What does the extract reveal about the key characters at this point in the novel and how does this compare to earlier/later in the novel?

**KEY FACTS TO MEMORISE**

Marley's ghost tells Scrooge that, if he does not change, then he is doomed to wander the earth 'bearing the chain he forged in life.' To prove that Scrooge needs to change, three ghosts will visit him.

The Ghost of Christmas Past shows Scrooge, his childhood self being left behind at boarding school at Christmas, Fezziwig's party, and Scrooge's fiancé Belle breaking their engagement as Scrooge loves money too much.

The Ghost of Christmas Present shows Scrooge the Cratchit house at Christmas, where he learns that Tiny Tim will die if Scrooge does not change. The final vision shows the children, Ignorance and Want: the ghost says they belong to man.

The Ghost of Christmas Yet to Come shows Scrooge the thoughts and feelings of his fellow businessmen when he dies. They do not care and Scrooge is deeply moved. He is taken to the Cratchits' who are very upset about the death of Tiny Tim.

Scrooge wakes in his bed on Christmas day and vows to change. He raises Bob's wages and promises to become a friend to Tiny Tim.

**REVISION QUESTIONS:**

1. What impression of Scrooge do you get in the first stave?
2. Why does the Ghost of Christmas Present show Scrooge different people celebrating Christmas Day?
3. Which ghost do you think has the biggest impact on Scrooge and why?
4. Why is Marley's appearance significant when he visits Scrooge?
5. Who do you think the narrator is? Are there any clues to their identity? Is the way the story is narrated important to you? Why/why not?
6. Who do you think Dickens' intended audience was? Do you think the audience has changed over time?

**STRETCH**

Consider the importance of time in the novel. What is the dramatic effect of all the events unfolding in a single night?

How does Dickens create suspense in A Christmas Carol? Consider, as a starting point, the speed and order of Scrooge's revelations.

Think about the relationship that each ghost has with time and ageing – e.g how The Ghost of Christmas Past is 'like a child; yet not so like a child as an old man'.

Consider the title: A Christmas Carol. What images and associations does the word 'carol' have? (Both contemporary and modern).



## ENGLISH LITERATURE SP - TOPIC 7

# 'A Christmas Carol' Characters

### INTRODUCTION:

The plot of A Christmas Carol centres around the character of Scrooge- It is the story of his transformation from miser to Philanthropist. Other characters of importance are the four ghosts, Scrooge's nephew Fred and his clerk, Bob Cratchit.

### KEY WORDS

miser	A person who loves money and hates spending it.
philanthropist	Rich person who helps the poor and those in need, especially by giving money.
transformation	A complete change in somebody.
Central protagonist	The main character who undertakes a quest or challenge.
Adjectives	A word that describes a noun making it more precise.
Verbs	A word used to describe an action.
antithesis	Someone or something with opposite characteristics to the subject.

### FURTHER LINKS

<http://www.sparknotes.com/lit/christmascarol/characters/>

<https://www.bbc.com/education/guides/z84k87h/revision/1>

### EXAM TIPS:

The central protagonist in A Christmas Carol is Scrooge; the other characters are used to highlight different features of his personality.

Make sure you understand how Scrooge changes and when this change happens- which ghost has the most impact on Scrooge?

The characters of the ghosts vary but each plays a role in how Scrooge changes. It is important to understand the role each plays in Scrooge's transformation.

### KEY FACTS TO MEMORISE

**Scrooge** is in every part of the novel; the action revolves around him. He represents the rich capitalist Victorian business owner – he is in no way alone in the way he treats others – the novel uses this character to show change is possible.

**Fred** is a wealthy character who treats others well; he is the antithesis of Scrooge; he is kind, well-mannered and cares for Scrooge.

**Bob Cratchit** represents the poor in the novel, he is poorly treated by Scrooge who does not pay him enough to feed his family. He represents the loving father that Scrooge never had.

The **three ghosts** all play different parts in Scrooge's transformation. They act as a metaphor for his life, showing what he has been, what he is and what he will become if he doesn't change.

**Marley's Ghost** shows us the fate Scrooge will face if he does not change.

### REVISION QUESTIONS

1. Describe Scrooge's relationship with his nephew.
2. What are the relationships like in the Cratchit family?
3. Do Scrooge's reactions to the ghosts change? How and why?
4. How does Scrooge's greed affect other characters in the story?
5. Think about the descriptions of the four spirits. How does their appearance reflect/contrast with their function in the story?
6. How are family relationships presented in A Christmas Carol?

### STRETCH

Do the different ghosts present the classes differently? Are there moments where Dickens appears to idealise the working class? How important is how the working classes are perceived to Dickens' wider message?

What function do the scenes with Bob Cratchit's family, and Scrooge's ex fiancée's family, perform in the novel?

Think about the different locations that feature in the narrative. How do they reflect the characters' experiences at the time?

**ENGLISH LITERATURE SP - TOPIC 8****'A Christmas Carol' Themes****INTRODUCTION:**

A theme is an idea that reoccurs throughout the novel. In A Christmas Carol the main themes are change, social responsibility, education, poverty, the supernatural and family.

**KEY WORDS**

change	to become different
Social responsibility	is the idea that businesses should balance profit-making activities with activities that benefit society. It involves developing businesses with a positive relationship to the society in which they operate.
Ignorance	a lack of knowledge or information about something – in A Christmas Carol it is ignorance of the need to help the poor.
Want	The basic human needs of food and shelter that are being ignored by society.
Theme	The subject or main idea in a talk, piece of writing or work of art.
Education	Teaching society about the needs of the poor.
Society	People in general, living together in communities.

**FURTHER LINKS**

<https://www.bbc.com/education/guides/z9r49j6/revision/2>

**EXAM TIPS:**

For each theme you should know when they occur in the novel and what we learn about Dickens' message at this point.

For each theme you should have learned three quotations. Within these you will need to comment on the language and writer's intentions.

**KEY FACTS TO MEMORISE**

**Change:** the main message of the novel is that everyone can change. Scrooge starts off as extremely mean and even he can change.

**Social Responsibility:** we are all responsible for each other, as shown through the charity collectors, the fate of Tiny Tim, and the effect Scrooge's actions have on others.

**Education:** people need to be educated to help the poor, they should not be in ignorance of their plight. This is demonstrated through the children Ignorance and Want.

**Poverty:** the Cratchits represent the poor in the novel, they earn barely enough to survive. There are other hints at poverty through the ghosts.

**The Supernatural:** refers to events or beings that are beyond human or scientific explanation. Scrooge and his life is very ordinary, therefore the presence of the supernatural is extraordinary.

**Family:** despite his isolation Scrooge has a family that he neglects, however his childhood was not filled with happy family memories. The Cratchits contrast with this.

**EXAM QUESTIONS**

1. What does Dickens want the readers to learn in A Christmas Carol?
2. Family is an important theme throughout the story. Find three examples of positive family relationships.
3. Which characters demonstrate social responsibility throughout the story?
4. Scrooge's visit to the Cratchit house is the key moment that makes Scrooge take responsibility – explore and explain.
5. Does Dickens present a relationship between goodness and wealth? How does this then relate to happiness and a sense of fulfilment?
6. How does Scrooge's attitude towards the ghosts change as the narrative progresses?

**STRETCH**

Christmas is a Christian holiday – but do you think the themes of the story are specifically Christian? Why/Why not?

How does Dickens' present ideas about life after death?

Do you think A Christmas Carol is a story about the importance of Christmas or about the importance of a social conscience?

## ENGLISH LITERATURE SP - TOPIC 9

### 'An Inspector Calls' Context

#### INTRODUCTION

J.B Priestley wrote *An Inspector Calls* in 1945, during the Second World War, but he set the play in 1912. In 1912, society wasn't equal – people with more money and from a higher social class had more power. Priestley used the unequal society of 1912 as a setting for *An Inspector Calls* to get people thinking about inequality in 1945.

#### KEY WORDS

Capitalism	Privately owned, profit-driven, business. Individual responsibility.
Socialism	Publicly owned, people-driven business. Collective responsibility.
Responsibility	Being accountable for your own (or others') actions.
Morals	1. The principals of right and wrong, 2. Lessons that can be learnt from something.
Class	Categories of the order of society, defined by their economic status.

#### FURTHER LINKS

<https://www.bbc.com/bitesize/topics/zpr639q>

<https://www.telegraph.co.uk/culture/tvandradi/o/11841142/An-Inspector-Calls-the-message-behind-the-new-BBC-thriller.html>

#### EXAM TIPS:

Context is about placing the play in the time that it was written and showing that you understand that the time it was written had an influence on the play itself.

In your exam answers, you need to show understanding of context. Avoid using vague statements such as 'In this time...'

Suggested sentence starters:

*A contemporary audience would...*

*In presenting...in this way...*

*An audience in the 1940's would...*

*Although a modern audience may...a contemporary audience would have...*

#### KEY FACTS TO MEMORISE

- There was a clear class structure in the early 20<sup>th</sup> century: Upper, Middle and Working class, defined by money – those who had it and those who didn't.
- The older generations were very old-fashioned, holding very traditional views about family and society.
- In 1912, society was patriarchal: dominated by men. Women were not allowed to vote. They were expected to be wives and mothers: their lives were confined to the home.
- AIC is like a 'morality play' - a type of religious play that were popular in the Middle Ages. They tried to teach people how to behave and warn them of the dangers of their behaviour.

#### Understanding for EXAM QUESTIONS

1. How does Priestley's presentation of the Birlings make you feel about the middle classes in 1912?
2. Does the Inspector fit into a social class? Explain your answer.
3. At the start, the characters form a clear hierarchy, with Birling at the top and Eva at the bottom. How do you think things stand by the end of the play?
4. Do you think Sheila conforms to the gender stereotype for middle-class women in 1912?
5. Gerald is aged between the older Birlings and the younger Birlings, but where do his views stand?

#### STRETCH

How is euphemism used in the play?

<https://www.bl.uk/20th-century-literature/articles/an-inspector-calls-and-j-b-priestleys-political-journey>

Why do you think the identity of the Inspector is never revealed? Does it matter if we don't find out who he really is?



## ENGLISH LITERATURE SP - TOPIC 10

### 'An Inspector Calls' Plot

#### INTRODUCTION

The play has 3 acts with a clear build up in structure and tension until the final climax. It centres around a family's involvement in the death of young woman and the level of responsibility each one shows. Each character is investigated in turn by the mysterious Inspector who battles with them to face up to what they've done.

#### KEY WORDS

Microcosm	A place or situation that could be considered as a miniature version of something much larger.
Patriarchy	A male-dominated society
Cliffhanger	A dramatic end to a part of a story, leaving the audience in suspense.
Dramatic irony	Irony that is inherent in speeches or a situation of a drama and is understood by the audience but not grasped by the characters in the play.
Denouement	The final resolution or clarification of a dramatic or narrative plot
Tension	A feeling of intense emotional or mental strain
Social responsibility	Obligation of an organisation, business or individual towards the welfare and interests of society.

#### FURTHER LINKS

Full text: <https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls>

[http://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams/English/Modern%20Text/An%20Inspector%20Calls\\_text.pdf](http://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams/English/Modern%20Text/An%20Inspector%20Calls_text.pdf)

#### EXAM TIPS:

In order to do well in this question, you need to show understanding and knowledge of the entire play. This includes knowing the order in which events happen in the play and the way that characters or themes are developed.

Useful sentence starters:

Later in the play, ...

This ... is developed later in the play when ...

This links to....

At this point in the play, the audience...

Elsewhere in the play, ...

#### KEY FACTS TO MEMORISE

Act 1: The Birlings celebrate the engagement of Sheila and Gerald / Inspector arrives with news of Eva Smith's suicide / Inspector questions Mr Birling, who had sacked Eva / he questions Sheila, who had got Eva fired from her next job.

Act 2: Gerald reveals that he had spent last summer with Eva/Daisy / Inspector questions Mrs Birling to find that she rejected Eva's request for support / Sheila guesses that Eric is the father of Eva's child.

Act 3: Eric returns and is questioned / they discover that he had stolen money from his father's business / Inspector gives final speech and leaves / Gerald speaks to a policeman and discovers there's no 'Inspector Goole' in the area / they call the hospital to find that there's been no suicide / they all relax (except Sheila and Eric) / The phone rings – there's been a suicide...

#### Understanding for EXAM QUESTIONS

1. List the key moments in the play, in each Act.
2. List each character and 3-5 quotes associated with that character.
3. Before the Inspector arrives, Birling makes a speech about the state of the world. How does dramatic irony play a part here?
4. What reasons did each character have for treating Eva/Daisy in that way?
5. Summarise the Inspector's final speech into three main points.
6. After the Inspector leaves, the characters reactions are shown. How does each character respond at the end of the play?

#### STRETCH

##### The Three Unities

In drama, the three principles derived by French classicists from Aristotle's Poetics; they require a play to have a single action represented as occurring in a single place and within the course of a day. These principles were called, respectively, **unity of action**, **unity of place**, and **unity of time**.

In what ways does *An Inspector Calls* demonstrate the three unities?

**ENGLISH LITERATURE SP – TOPIC 11****‘An Inspector Calls’  
Characters****INTRODUCTION**

An Inspector Calls is a play in three acts, set in Brumley, a manufacturing town, in 1912. The play revolves around the apparent suicide of a young woman called Eva Smith. A mysterious inspector visits the Birling family who interrogates each member: they discover that they are all partly responsible for Eva's death.

**KEY WORDS**

Portentous (Mr Birling)	Pompous, self-important
Provincial (Mr Birling)	Local, regional, unsophisticated
Omniscient (The Inspector)	All seeing, all knowing
Omnipresent (The Inspector)	Infinite, present everywhere
Naïve (Sheila at beginning of the play)	Innocent, inexperienced
Condescending (Mrs Birling)	Patronising, superior

**FURTHER LINKS**

BBC BITESIZE: AN INSPECTOR CALLS  
<https://www.bbc.com/bitesize/topics/zpr639>

**EXAM TIPS:**

Characterisation is the creation or construction of a fictional character. You need to show that you understand that the characters in the play are constructs: they are not real people.

Suggested sentence starters:

*In presenting... in this way, Priestley...*  
*In Priestley's presentation of...at this point in the play...*  
*Priestley shows that...*  
*Priestley uses the character of...to...*

**KEY FACTS TO MEMORISE**

Inspector Goole: The Inspector investigates each family member one at a time and in doing so, reveals the consequences of their behaviour and their part in Eva Smith's suicide. The Inspector is Priestley's mouthpiece as he presents Priestley's socialist views.

Mr Arthur Birling: Mr Birling is the head of the Birling household. He has made himself very wealthy by being a 'hard-headed' business man.

Mrs Sybil Birling: Mrs Sybil Birling is Arthur Birling's wife and right from the opening of the play she is cold-hearted and snobbish.

Sheila Birling: Sheila Birling is Arthur and Sybil's daughter and is in her early twenties. Her character develops: at the start she is presented as naïve, however by the end she learns that her actions have consequences.

Eric Birling: Eric is the Birlings' son and is in his early twenties. Eric had an affair with Eva Smith. She was pregnant with Eric's baby when she committed suicide.

Gerald Croft: Gerald is described as 'an attractive chap about thirty'. He has an affair with Eva Smith (Daisy Renton).

Edna: The Birling family's parlour maid.

**Structuring EXAM QUESTIONS about characters**

Structuring your response will support you in getting a better grade.

Introduction:

- Turn the question into a statement
- Decide on a line of argument
- Explain how the extract is important to our understanding of the question
- Include context

Main Body

Checklist- do your paragraphs include:

- A quote or reference to the play?
- A link to the question?
- Analysis of language and/or structural choice?
- Discussion of Priestley's intentions?

Conclusion

- Summarise how Priestley uses the character to convey his message.

**STRETCH****Sheila Birling**

How does Sheila change over the course of the play? An 'everyman' or 'everywoman' is a typical human being. Do you think Sheila is an 'everywoman' character? Justify your answer.

**Gerald Croft**

Gerald Croft is neither young, nor old. In the end, he sides with the older generation. Why do you think this might be? In what ways is he like Mr Birling?

## ENGLISH LITERATURE SP – TOPIC 12

### 'An Inspector Calls' Themes

#### INTRODUCTION

A theme is an idea that recurs in or pervades a work of literature, like a single thread through a large piece of fabric. In AIC, these include: responsibility (personal and social), guilt, class, morality and age.

#### KEY WORDS

Responsibility	The state of being held accountable or 'to blame' for something
Guilt	The feeling of having committed wrong and regretting it.
Class	A set of categories by which society is placed according to their wealth and power.
Morality	The values of discerning between right and wrong

#### FURTHER LINKS

<https://www.bbc.com/bitesize/guides/zpf3gk7/revison/1>

#### EXAM TIPS:

When writing about themes, it is important to think about the quotations from which character are relevant to your answer.

For example, if you are writing about the theme of class, you could trace how social class impacts on a character's behaviour throughout the play, drawing out how characters of the same class behave similarly, and use quotations that support this.

#### KEY FACTS TO MEMORISE

The older generation are presented as 'old-fashioned' and hold capitalist, self-serving views; the younger generations are more open to the Inspector's messages and, especially later in the play, align with more socialist views.

It doesn't matter who the Inspector actually is or whether or not a girl died; the important message is one of taking responsibility for one's actions and supporting those in need.

The Inspector has much more of an effect on Sheila and Eric and the play ends with them having changed attitudes completely.

The Inspector is Priestley's 'mouthpiece' for his socialist ideas and a 'vehicle' for the messages of social responsibility in the play. We learn a lot about Priestley and his views through the Inspector's lines.

#### Structuring EXAM QUESTIONS about theme

Structuring your response will support you in getting a better grade.

Planning What/Why/ How

Introduction:

Turn the question into a statement

Decide on a line of argument

Explain how the extract is important to our understanding of the theme.

PEEL

(Choose a quotation that will support your line of argument)

Make a POINT that explains how the theme is evident in the play.

Write your chosen quotation (EVIDENCE)

EXPLAIN how the quote demonstrates the theme and analyse the language used.

LINK back to the question to ensure you are staying in line with the question.

#### STRETCH

How and when do different characters blame each other? How does Priestley exploit this for dramatic effect?

Consider the below quotation from Eric: "Then you killed her. She came to you to protect me and you turned her away."

Which characters are more accepting of their blame than others?  
Why is this?



**ENGLISH LITERATURE SP – TOPIC 13****Poetry Terminology****INTRODUCTION**

For AQA English Literature Paper 2, Section B will ask you to compare two poems from the conflict cluster [30 marks]. Section C, 27.1 will ask you to read and analyse an unseen poem [24 marks]. 27.2 will ask you to read another unseen poem and compare with the previous poem [8 marks].

**KEY WORDS in ANALYSIS**

adverb	evidence	Persona
adjective	inference	Punctuation
quotation	connotation	Interpretation
exploration	vocabulary	Analysis

**STRETCH**

**HYPERBOLE** – exaggeration e.g. I've told you a million times to sit down.  
**SEMANTIC FIELD** – words linked by topic e.g. spear, recruit, regiment, fight, battle.  
**JUXTAPOSITION** – place opposing ideas together e.g. It was heaven to be in the shade but she knew it would be hell to walk home.  
**SIBILANCE** – repetition of the 's' sound to create an effect.  
 e.g. The sea rushed over the sandy shore.  
**COLLOQUIAL LANGUAGE** – language used in ordinary, everyday conversation.  
 e.g. I'd almost got there before he legged it.

**STRUCTURE**

**STANZA** – a group of lines in poetry.

**ENJAMBMENT** – the continuation of a sentence beyond the end of the line.

**CAESURA** – a pause in the line of verse

**HYPHEN** – small horizontal line to join two words together.

**DASH** – a horizontal line to show a break in a sentence.

**COUPLET** – two successive lines that rhyme.

**RHYTHM** – the pattern produced by syllables.

**RHyme** – similarity of sounds between words.

**Helping you to REMEMBER**

**M** – Meaning: *What is the poem about?*  
**I** – Interpretation: *How do language, form and structure successfully fulfil the purpose of the poem?*

**T** – Tone: *How would the poem be spoken? (angry, sad, nostalgic, bitter, humorous etc.)*

**S** – Structure: *Consider rhyme, rhythm, stanzas, lines, enjambment and form.*

**L** – Language: *Analyse the language devices used by the writer.*

**E** – Ending: *How does the poem end? How does this link to the overall meaning of the poem?*

**REMEMBER:** Work out the overall meaning of the poem. **ALWAYS LINK EVERYTHING YOU SAY ABOUT THE POEM BACK TO THE MEANING.**

**IMAGERY**

- SIMILE:** describing something by comparing it to something else using 'LIKE or AS' e.g. He sat as quiet as a mouse. He was like a mouse sitting outside the office.
- METAPHOR:** describing something by saying IT IS something else e.g. The sea was a raging beast in the storm.
- PERSONIFICATION:** giving an object human features or qualities e.g. The wind sighed. The car's headlights blinked in the fog.
- PATHETIC FALLACY:** Using the weather, climate or temperature to create a mood, tone, atmosphere or to reflect a character's emotions.



A hot day might suggest things are about to heat up. Could be violence or passion!

**FURTHER LINKS**

<http://www.englishbiz.co.uk/>

<http://emergencyliterature.wikispaces.com/Sec+4+-+Unseen+Poetry>

## Anthology Poetry Comparison

### INTRODUCTION

You must compare a given poem with one of the other 'Conflict and Power' poems in Lit Paper 2. You need to focus on the question and look at what is similar and different.

### KEY WORDS

Contrast	How the ideas or words are different from poem to poem
Alternatively	Use to introduce how one poem is different to the other
However	Use to bring in a point that shows a difference between the poems
Unlike	Use to show a contrast between the poems
Whereas	Start a comparison off with this word, or use mid-sentence to show a difference
Similarity	A link or connection between the two poems
In comparison to	Start a paragraph with this to show either a difference or similarity

### FURTHER LINKS

<https://www.youtube.com/watch?v=d7Mo57vc104&index=9&list=PLqGFsWf-P-cAYhYd5VdGjJvf7zLDCq3uN>  
'How to answer the Conflict and Power comparison'  
Mr Bruff

### EXAM TIPS:

Remember the five part essay structure:

INTRODUCTION: Both (link to question focus), Both, However (include context in the introduction).

LANGUAGE: Quote from the given poem, and compare how a device has been used. What effect does the word have, and how is it different or similar to a device in the other poem?

STRUCTURE: Compare structural devices between the poems: length of poem, viewpoint, enjambment, how the poem links to the question focus. Link the structural device to the meaning of the poem and compare the effect on the reader.

LANGUAGE: Come back and repeat but finding different devices to compare and contrast.

CONCLUSION: Write a short conclusion, summing up how both poems link to the overall question focus.

### POETIC TERMS

FORM – the type of poem, e.g. dramatic monologue, blank verse, sonnet

IN MEDIAS RES – a poem that starts in the middle of the action (Bayonet Charge)

VOLTA – a turning point in the poem where the tone or the argument changes dramatically

JUXTAPOSITION – when two ideas are put together that are very different (e.g. Agard in 'Checking Out' putting nursery rhymes next to historical events)

### EXAM QUESTIONS

#### HOW TO COMPARE:

1. Who is the speaker in each poem?
2. How are the speaker's views similar or different?
3. Does one poem present a more positive view than the other?
4. Is there a stronger point of view in one poem compared to the other?
5. What about the tone or mood of each poem – are they similar?

#### PAST QUESTIONS:

*Compare how the poets present the effects of war in Bayonet Charge and one other poem from the Anthology (2017)*

*Compare the ways poets present the power of the natural world in 'Storm on the Island' and one other poem from the Anthology (spec 2)*

### STRETCH

1. Use graphic organisers to revise the links between the poems.
2. Find shared images/words between poems in the cluster and work them in to your answer.

# **Anthology Poetry Power**

## **INTRODUCTION**

'My Last Duchess' was written in the 19th century but it is set in 16th century Italy. It is written from the point of view of a powerful duke who owns a portrait of his dead duchess. Later in the poem we find out that the Duke had the Duchess murdered.

## **KEY WORDS**

Power	The capacity or ability to direct or influence the behaviour of others or course of events.
Dramatic Monologue	A dramatic piece spoken by a single character
Caesura	A pause or break in the middle of a line of poetry
Iambic Pentameter	A line which has five weak and five strong syllables arranged in order
Rhyming Couplets	A pair of lines with end rhyme
1st Person Pronouns	I, me, my, myself, we, us, our, ourselves
Direct Address	Using 'you' to talk directly to someone

## **FURTHER LINKS**

<http://www.bbc.co.uk/schools/gcsebitesize/english/literature/poetrycharactervoice/mylastduchessrev1.shtml>

[https://www.youtube.com/watch?v=T9h\\_csKEwxg](https://www.youtube.com/watch?v=T9h_csKEwxg)

## **EXAM TIPS:**

- Annotate the poem printed on the exam paper before you start.
- Always start your first sentence with the word 'Both' and find a similarity between the two poems.
- Then use the connective 'However' to introduce a difference between the poems.
- Make sure you focus on the key word from the question throughout your answer.
- Write in structured PEEL paragraphs.
- Make sure you explain the effect of individual words on the reader.
- Use terminology where appropriate
- Compare the poems.

## **KEY FACTS TO MEMORISE**

- The Duke's power comes from his great wealth and his pride in his family's history.
- He is talking to an employee of his next wife's father (the 'Count').
- They are arranging the 'dowry', which was a sum of money paid to the bride's husband by her father.
- The Duke's only complaint with his 'last Duchess' is that she didn't seem grateful enough to be married to him. That is why he killed her.

## **EXAM QUESTION SUCCESS**

- Compare this poem to poems like: 'Ozymandias', 'London' and 'Storm on the Island'.
- Both 'Ozymandias' and MLD feature powerful tyrants who abuse their power. 'Ozymandias' however, has lost his power to time and the environment.
- Both 'London' and MLD have people who suffer at the hands of the powerful.

Quotations:

'none puts by the curtain I have drawn for you but I'

'My gift of a nine-hundred-years-old name'

'I choose never to stoop'

'All smiles stopped together'

## **STRETCH**

<http://www.bl.uk/learning/langlit/poetryperformance/browning/josephinehart/aboutbrowning.html>

[https://en.wikipedia.org/wiki/Alfonso\\_II\\_d%27Este,\\_Duke\\_of\\_Ferrara](https://en.wikipedia.org/wiki/Alfonso_II_d%27Este,_Duke_of_Ferrara)



**ENGLISH LITERATURE SP – TOPIC 16****Anthology Poetry War****INTRODUCTION**

'The Charge of the Light Brigade' was written by Alfred Lord Tennyson in 1854 as a direct response to a catastrophic military disaster during the Crimean War. He read the news reports and quickly wrote and published this extremely patriotic

**KEY WORDS**

War	A state of armed conflict between different countries or groups within a country.
Rhythm	A regular pattern of strong and weak syllables to create a 'beat'
Repetition	Similar or identical words/phrases repeated two or more times
Action verbs	e.g. Plunged, shattered, charged
Metaphor	Referencing one thing while meaning another to make the reader think.
Emotive language	Words that are designed to produce feelings in the reader.
Nobility	Pride and moral behaviour.

**FURTHER LINKS**

<http://www.bbc.co.uk/schools/gcsebitesize/english/literature/poetrytennyson/>

<https://www.youtube.com/watch?v=OXVs8KydoNY>

**EXAM TIPS:**

- Quickly annotate the poem printed on the exam paper before you start.
- Start your first sentence with the word 'Both' and use the wording from the question
- Start your second sentence with the word 'Both' and find a similarity between the two poems.
- Then use the connective 'However' to introduce a difference between the poems.
- Make sure you focus on the key words from the question throughout your answer.
- Write in structured PEEL paragraphs.
- Make sure you explain the effect of individual words on the reader.
- Use terminology where appropriate
- You will not be penalised for writing in more detail about the first poem as long as you write about both and compare

**KEY FACTS TO MEMORISE**

- The Crimean War was between 1853 and 1856.
- The 'Charge of the Light Brigade' occurred during the battle of Balaclava in 1854.
- 673 cavalrymen were sent through the wrong valley and were surrounded by Russian guns. 100-200 men died.
- The poem focuses on the heroism of the men rather than the disaster of the battle.

**EXAM QUESTION SUCCESS**

- Compare this poem to poems like 'Bayonet Charge', 'Remains', 'Poppies' and 'War Photographer'.
- TCOTLB is the only totally pro-war poem in the anthology, so it's excellent for finding differences with all the anti-war poems. 'Bayonet Charge', for example, questions and criticises the patriotic beliefs that TCOTLB promotes.

Quotations:

'Into the valley of death'  
 'Into the mouth of Hell'  
 'Theirs not to reason why'  
 'Honour the Light Brigade'  
 'Noble six hundred'

**STRETCH**

<https://www.bl.uk/romantics-and-victorians/articles/the-charge-of-the-light-brigade-making-poetry-from-war>

## ENGLISH LITERATURE SP - TOPIC 17

# Anthology Poetry Nature

### INTRODUCTION

The extract from 'The Prelude', an autobiographical poem, was written by William Wordsworth around 1798. The narrator is inspired by nature to take a boat out on a lake one evening but the tranquillity is broken by the summit of a mountain rising up in front of him. Awed and frightened he returns to shore.

### KEY WORDS

Nature	Plants, animals, the landscape, and other features and products of the earth, as opposed to humans and human creation.
Blank Verse	Written in iambic pentameter with no rhyme
Autobiographical	Describing the author's own experience
1 <sup>st</sup> person	I, me, my, mine, myself, we, us, our, ours, ourselves
Structure	The organisation of ideas throughout the text
Simile	Comparison using 'like'/'as'
Metaphor	Referencing one thing while meaning another to make the reader think

### FURTHER LINKS

<http://www.bbc.co.uk/schools/gcsebitesize/english/literature/poetryplace/thepreluderev1.shtml>

### EXAM TIPS:

- Quickly annotate the poem printed on the exam paper before you start.
- Start your first sentence with the word 'Both' and use language from the question
- Start your second sentence with the word 'Both' and find a similarity between the two poems.
- Then use the connective 'However' to introduce a difference between the poems.
- Make sure you focus on the key word from the question throughout your answer.
- Write in structured PEEL paragraphs.
- Make sure you explain the effect of individual words on the reader.
- Use terminology where appropriate
- It doesn't matter if you write in more detail about the first poem as long as you write about both poems and compare.

### KEY FACTS TO MEMORISE

- Wordsworth is known as a 'Romantic' poet.
- Romanticism was an artistic, literary and intellectual which originated in Europe from approximately 1800-1850. The Romantic movement focussed on nature, imagination, emotion and the individual.
- He is especially associated with the Lake District where he lived for many years.
- He wasn't so interested in the religion of the Bible but in a spirituality that he found in nature.
- The Prelude is a very long poem which he worked on all his life, although the first version was finished in 1798. He never published it in his lifetime.

### EXAM QUESTION SUCCESS

- Compare this poem to poems like 'Storm on the Island', 'Exposure' and 'Ozymandias'.
- Both 'The Prelude' and 'Storm on the Island' show how the power of human beings is nothing compared to the power of nature.
- Nature is destructive and/or foreboding in all these poems.
- In 'Exposure' and 'Storm' nature is linked to war.

Quotations:

'I dipped my oars into the silent lake'  
'The grim shape/Towered up between me and the stars'  
'Oe'r my thoughts there hung a darkness'

### STRETCH

<https://www.bl.uk/romantics-and-victorians/articles/wordsworth-and-the-sublime>

## ENGLISH LITERATURE SP – TOPIC 18

# Anthology Poetry People & Conflict

### INTRODUCTION

'London' was written by William Blake around 1794. In the poem the narrator imagines walking around the streets of the city and seeing the misery and hardship of the people who live there. It is an angry poem which blames the church and the state for the suffering of the people.

### KEY WORDS

Conflict	
Repetition	Similar or identical words/phrases repeated two or more times
Oxymoron	Two contradictory terms juxtaposed for effect
Metaphor	Referencing one thing while meaning another to make the reader think
1 <sup>st</sup> person	I, me, my, mine, myself, we, us, our, ours, ourselves
Emotive language	Words that are designed to produce feelings in the reader
Present tense	Use of present tense makes everything close and immediate

### FURTHER LINKS

[http://www.bbc.co.uk/schools/gcsebitesize/english/literature/poetryblake\\_lon/](http://www.bbc.co.uk/schools/gcsebitesize/english/literature/poetryblake_lon/)

### EXAM TIPS:

- Quickly annotate the poem printed on the exam paper before you start.
- Start your first sentence with the word 'Both' and use words from the question
- Start your second sentence with the word 'Both' and find a similarity between the two poems.
- Then use the connective 'However' to introduce a difference between the poems.
- Make sure you focus on the key word from the question throughout your answer.
- Write in structured PEEL paragraphs.
- Make sure you explain the effect of individual words on the reader.
- Use terminology where appropriate.
- It doesn't matter if you write in more depth about the first poem as long as you write about both poems and compare

### KEY FACTS TO MEMORISE

- Blake is known as a 'revolutionary' poet. He lived at a time of technological, political and social change.
- The 'industrial revolution' of the 18<sup>th</sup> and early 19<sup>th</sup> centuries caused a lot of social upheaval and, for many, a great deal of hardship.
- Blake thought that those with power and authority – the church, the monarchy, the politicians – were not doing enough to support the poor.
- He was very religious but not in a conventional way.

### EXAM QUESTION SUCCESS

- Compare this poem to poems like 'The Emigree', 'Checking Out Me History' and 'War Photographer'.
- Both 'London' and 'Emigree' are about people who are dispossessed and alienated from or by their country.
- 'Checking Out Me History', like 'London' is about a group of people who have been marginalised and considered to be of less importance.
- 'War Photographer' and 'London' are about physical and emotional suffering.

### QUOTATIONS

'Marks of weakness, marks of woe'

'Mind-forged manacles'

'Runs in blood down palace walls'

'Blights with plagues the marriage hearse'

### STRETCH

<https://www.bl.uk/romantics-and-victorians/articles/william-blake-radical-politics>



**ENGLISH LITERATURE SP – TOPIC 19****Unseen Poetry****INTRODUCTION**

You will be asked ONE question about a poem you will not have seen before. (Section C; qu. 1)  
The question is worth 24 marks.  
You should aim to spend 30 minutes on this question.

**Vary your VOCAB when explaining**

attitude	connotes	portrays
interpretation	exhibits	emphasises
focus	clarifies	implies
evokes	depicts	demonstrates
exemplifies	conveys	suggests
encapsulates	indicates	points to
alludes to	establishes	explains

**Dos and Don'ts**

- Don't forget to comment on the title – an easy one to overlook.
- Don't make a statement without giving a reason.
- Don't expect the poem to have just one meaning.
- Do consider how the senses have been used.
- Do make sure you are commenting on the poem; not rewriting it.

**How to structure your answer:**

**I – INTRODUCTION** - Link the content of the poem to the focus of the question.  
e.g. The poet is writing about.../The poem explores....

**L – LANGUAGE ANALYSIS** - Choose a language technique to write about.  
e.g. The poet uses language to show that.... For example: ".....". This technique has the effect of.... It could also make me think that....

**L – LANGUAGE ANALYSIS** - Choose another language technique to write about.  
e.g. Additionally, the poet uses language to show that.... For example: ".....". This technique has the effect of.... It could also make me think that....

**S – STRUCTURE** – How is the poem put together.  
e.g. The poet uses structure to show that.... For example: ".....". This technique has the effect of.... It could also make me think that....

**Helping you to REMEMBER!**

**M – Meaning:** What is the poem about?  
**I – Interpretation:** How do language, form and structure successfully fulfil the purpose of the poem?

**T – Tone:** How would the poem be spoken? (angry, sad, nostalgic, bitter, humorous etc.)

**S – Structure:** Consider rhyme, rhythm, stanzas, lines, enjambment and form.

**L – Language:** Analyse the language devices used by the writer.

**E – Ending:** How does the poem end? How does this link to the overall meaning of the poem?

**REMEMBER:** Work out the overall meaning of the poem. ALWAYS LINK EVERYTHING YOU SAY ABOUT THE POEM BACK TO THE MEANING AND THE QUESTION

**EXAM QUESTIONS**

1. In [name of poem] how does the poet present the speaker's attitudes on [topic the poem focuses on]?
2. In [name of poem] how does the poet present the speaker's feelings on [topic the poem focuses on]?
3. In [name of poem] how does the poet present the relationship between [individuals named]?
4. In [name of poem] how does the poet present ideas about [topic the poem focuses on]?

Possible topics could be:

- ageing
- war
- death
- different relationships – parent/child; siblings; a couple.
- a place
- an emotion – love/anger/hate

**FURTHER LINKS**

<http://www.englishbiz.co.uk/>

<http://emergencyliterature.wikispaces.com/Sec+4+-+Unseen+Poetry>

**ENGLISH LITERATURE SP - TOPIC 20****Unseen Poetry Comparison****INTRODUCTION**

You will be asked to compare the unseen poem with a second poem. (Section C; qu.2)  
This is worth 8 marks.  
Aim to spend 15 minutes on this question.

**Go Crazy with CONNECTIVES!**

notably	significantly	moreover
logically	evidently	alternatively
initially	consequently	nevertheless
in the case of	furthermore	most importantly
as revealed by	thus	on the other hand
likewise	similarly	above all
whereas	equally	on the contrary

**Possible Topics for the Unseen Poems:**

- Relationships/love
- Growing up
- Getting old
- Living/modern life
- Working
- Environment/nature
- Illness/death

**How to structure your answer:**

I – INTRODUCTION - Summarise the similarities/differences between the two poems.  
e.g. Both poems....

Both poets...

However, one of the differences is...

L – LANGUAGE ANALYSIS 1 - Choose one language technique to write about from the first poem.  
e.g. Both poets use language to show that.... For example, in the second unseen poem: ".....". This technique has the effect of.... It could also make me think that....

S – STRUCTURE – How is the poem put together.  
e.g. Both poets use structure to show that.... For example: ".....". This technique has the effect of.... It could also make me think that....  
In the first poem the poet uses: "...." This is different because...

L – LANGUAGE ANALYSIS 2 – Choose a second technique to write about.  
e.g. Both poets use language to show that.... For example, in the second unseen poem: ".....". This technique has the effect of.... It could also make me think that....

**FURTHER LINKS**

<http://www.englishbiz.co.uk/>

<http://emergencyliterature.wikispaces.com/Sec+4+-+Unseen+Poetry>

**EXAM QUESTIONS**

Example exam question structure:

*In both \_\_\_\_\_ and \_\_\_\_\_ the speakers describe attitudes to \_\_\_\_\_*

*What are the similarities and differences between the ways the poets present these attitudes?*

Example sentences starters:

*In both poems [names of the poems will be given] the speakers describe their attitudes on...[topic to focus on].*

*In both poems [names of the poems will be given] the speakers describe their feelings towards...[topic to focus on].*

*In both poems [names of the poems given], the poets explore [topic to focus on].*

**STRETCH**

*Look for and the discuss the effects of:*

*Hyperbole: A figure of speech in which deliberate exaggeration is used for emphasis.*

*Assonance: The repetition or a pattern of the same vowel sounds.*

*Juxtaposition: The fact of two things being seen or placed close together for contrasting effect.*

*Plosive sounds: sounds made by the letters: p, b, d.*



# Power and Conflict Poetry – Knowledge Organiser

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



<b>Ozymandias by Percy Bysshe Shelley</b> <b>Themes:</b> Power of Nature, Decay, Pride <b>Tones:</b> Ironic, rebellious <b>Content, Meaning and Purpose</b> -The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient king: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature. <b>Language</b> -'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. -'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone; -ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary. -'The lone and level sands stretch far away.': the desert is vast, lonely, and lasts far longer than a statue.		<b>My Last Duchess by Robert Browning</b> <b>Themes:</b> Power, Pride, Control, Jealousy, Status <b>Tones:</b> Sinister, Bitter, Angry <b>Content, Meaning and Purpose</b> -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. -He can finally control her by objectifying her and showing her portrait to visitors when he chooses. -He is now alone as a result of his need for control. -The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave. <b>Language</b> -'Looking as if she were alive': sets a sinister tone. -'Will't please you sit and look at her?' rhetorical question to his visitor shows obsession with power. -'she liked whate'er / She looked on, and her looks went everywhere.': hints that his wife was a flirt. -'as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift': she was beneath him in status, and yet dared to rebel against his authority. -'I gave commands; then all smiles stopped together': euphemism for his wife's murder. -'Notice Neptune, though / Taming a sea-horse': he points out another painting, also about control.		<b>Tissue by Imtiaz Dharker</b> <b>Themes:</b> Power of Nature, Control, Identity <b>Tones:</b> Gentle, Flowing, Ethereal <b>Content, Meaning and Purpose</b> -Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.	
<b>Extract from The Prelude: Stealing the Boat by William Wordsworth</b> <b>Themes:</b> Power of Nature, Fear, Childhood <b>Tones:</b> Confident > Dark / Fearful > Reflective <b>Content, Meaning and Purpose</b> -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.' -We should respect nature and not take it for granted.		<b>Storm on the Island by Seamus Heaney</b> <b>Themes:</b> Power of Nature, Fear <b>Tones:</b> Dark, Violent, Anecdotal <b>Content, Meaning and Purpose</b> -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power		<b>London by William Blake</b> <b>Themes:</b> Power, Inequality, Loss, Anger <b>Tones:</b> Angry, Dark, Rebellious <b>Content, Meaning and Purpose</b> -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, church, government) are to blame for this inequality.	
<b>Language</b> -'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature. -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. -'nothing but the stars and grey sky': emptiness of sky. -'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast). -'Up-reared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic. -'There hung a darkness': lasting effects of mountain.		<b>Form and Structure</b> -First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice. -The extract can be split into three sections, each with a different tone to reflect his shifting mood: Lines 21-31: (the mountain appears) dark and fearful Lines 32-44: (following days) reflective and troubled -Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.		<b>Form and Structure</b> -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience. -The poem can split into three sections: Confidence: 'We are prepared': (ironic) The violence of the storm: 'It pummels your house' Fear: 'it is a huge nothing that we fear'. -There is a turning point (a volta) in Line 14: 'But no'. This monosyllabic phrase, and the caesura, reflects the final calm before the storm.	
<b>Form and Structure</b> -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed. -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction. -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.		<b>Form and Structure</b> -Dramatic Monologue, in iambic pentameter. -It is a speech, pretending to be a conversation – he doesn't allow the other person to speak! -Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable. -Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: 'She thanked men – good! but thanked / Somehow – I know not how' -Dramatic irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.		<b>Form and Structure</b> -Semantic field of light: ('Paper that lets light shine through', 'The sun shines through their borderlines', 'let the daylight break through capitals and monoliths') emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues). -'pages smoothed and stroked and turned': gentle verbs convey how important documents such as the Koran are treated with respect. -'Fine slips [...] might fly our lives like paper kites': this simile suggests that we allow ourselves to be controlled by paper.	
<b>Key themes and connections: poems that you might choose to compare</b> 		<b>Language for comparison</b> <b>When poems have similarities</b> Similarly, ... Both poems convey / address... Both poets explore / present... This idea is also explored in... In a similar way, ... Likewise, ... <b>When poems have differences</b> Although... Whereas... Whilst... In contrast, ... Conversely, ... On the other hand, ... On the contrary, ... Unlike...		<b>Assessment Objectives</b> Ensure that your answer covers all of these areas: <b>AO1</b> <ul style="list-style-type: none"> <li>Write a response related to the key word in the question.</li> <li>Use comparative language to explore both poems.</li> <li>Use a range of evidence to support your response and to show the meaning of the poems.</li> </ul> <b>AO2</b> <ul style="list-style-type: none"> <li>Comment on the effect of the language in your evidence, including individual words.</li> <li>Identify any use of poetic techniques and explain their effects.</li> </ul> <b>AO3</b> <ul style="list-style-type: none"> <li>What might the poet's intentions have been when they wrote the poem?</li> <li>Comment on the historical context – when was the poem published and what impact might it have had then, and today?</li> </ul>	
		<b>Poetic Techniques</b> <b>LANGUAGE</b> Metaphor – comparing one thing to another Simile – comparing two things with 'like' or 'as' Personification – giving human qualities to the non-human Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste. Tone – the mood or feeling created in a poem. Pathetic Fallacy – giving emotion to weather in order to create a mood within a text. Irony – language that says one thing but implies the opposite eg. sarcasm. Colloquial language – informal language, usually creates a conversational tone or authentic voice. Onomatopoeia – language that sounds like its meaning. Alliteration – words that are close together start with the same letter or sound. Sibilance – the repetition of s or sh sounds. Assonance – the repetition of similar vowel sounds. Consonance – repetition of consonant sounds. Plosives – short burst of sound: t, k, p, d, g, or b sound.		<b>STRUCTURE</b> Stanza – a group of lines in a poem. Repetition – repeated words or phrases Enjambment – a sentence or phrase that runs onto the next line. Caesura – using punctuation to create pauses or stops. Contrast – opposite concepts/feelings in a poem. Juxtaposition – contrasting things placed side by side. Oxymoron – a phrase that contradicts itself. Anaphora – when the first word of a stanza is the same across different stanzas. Epistrophe – when the final word of a stanza is the same across different stanzas. Volta – a turning point in a poem. <b>FORM</b> Speaker – the narrator, or person in the poem. Free verse – poetry that doesn't rhyme. Blank verse – poem in iambic pentameter, but with no rhyme. Sonnet – poem of 14 lines with clear rhyme scheme. Rhyming couplet – a pair of rhyming lines next to each other. Meter – arrangement of stressed/unstressed syllables. Monologue – one person speaking for a long time.	

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

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## This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Y11 GCSE Exam Dates

Y11 Mock(s):

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Y11 PPE(s):

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Final GCSE(s):

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Success Programme Sessions:

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Revision Guide (if applicable):

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