



Timing

You need to spend 45 minutes on each section.

Section A: Modern Text

- ❖ 10 minutes to read the question, highlight the key words and plan your answer.
- ❖ 30 minutes to write your essay.
- ❖ 5 minutes for checking SPAG.

Section B: Poetry Anthology

- ❖ 5 minutes to read the question, highlight the key words in the question, read the given poem and annotate with your initial thoughts.
- ❖ 5 minutes to plan your essay making sure that you are comparing the given poem with another one from the anthology.
- ❖ 30 minutes to write your essay.
- ❖ 5 minutes for checking SPaG.

Section C: Unseen Poetry

27.1 – 20 minutes

- ❖ 5 minutes to read the question, highlight the key words and annotate the poem with your ideas.
- ❖ 25 minutes to write your essay.

27.2 – 15 minutes

- ❖ 5 minutes to read the question, highlight the key words and annotate both poems with your ideas.
- ❖ 10 minutes to write your answer.

Modern Text Essay Structure (you will have a choice of 2 questions – only answer one)

A step-by-step guide to essay writing:

Step 1: Read and highlight the key words in the question.

Step 2: Read and annotate the extract.

Step 3: Plan your response.

Step 4: Write your answer.

Step 4: Proof- read your work carefully.

You should make sure that you've covered each AO:

- ✓ AO1 - Show that you know the whole text (discuss opening, turning points, resolutions etc) and make sure that you re answering the question.
- ✓ AO2 – Show that you can analyse language and explain how it impacts the reader/audience. Use subject terminology to enhance your analysis but not for the sake of it.
- ✓ AO3 – Show that you can comment on: the history of the text/author, the differences between historical and contemporary reactions, the text's genre or the importance of the theme in the question. Only include these things if they are helping you to answer the question.

Poetry Anthology Essay Structure

1. Introduction: briefly explore the key words in the question and summarise how the theme is presented in both poems.
2. Compare/contrast one way that both poets present the theme in the question (*if possible, take this from the beginning of the poems*).
3. Compare/contracts a second way that both poets present the theme in the questions (*if possible, take this from the middle/volta of the poems*).
4. Compare/contrast a third way that both poets present the theme in the question (*if possible, take this from the end of the poems*).
5. Conclusion: explore how the writers' intentions are similar or different and why.

Make sure that you've covered all 3 AOs.

Unseen Poetry Essay Structure

27.1:

1. Introduction: briefly explore the key words in the question and summarise how the theme is presented in the poem.
2. Chose a moment from the beginning of the poem and explore how the theme is presented here.
3. Chose a moment from the middle of the poem and explore how the theme is presented here.
4. Chose a moment from the end of the poem and explore how the theme is presented here.
5. Conclusion: comment on why the writer might have wanted to present the theme in the way that they did.

TOP TIP: If there is a moment of change or contrast in the poem, be sure to write about it.

27.2

*Remember, this question is all about the **comparison of methods**. Methods may include: word choice, punctuation, language or structural methods, tone or point of view.*

1. Write a paragraph comparing the way both poets use a certain method and the different impacts that they have on their readers.
2. Write a second paragraph comparing the way both poets use another method and the different impacts that they have on their readers.

Paragraph Checklist:

AQA do not have a preferred essay writing style. However, it is always useful to include the following throughout your answer:

- ✓ The writers name
- ✓ Key words from question
- ✓ Short quotations
- ✓ Subject terminology that helps your analysis.
- ✓ The words 'deliberately', 'purposefully' or 'intentionally' to show you know the writer made specific choices for a reason.
- ✓ Comment on the impact of the writer's choices.

TOP TIPS:

- ❖ The most important thing is to **make sure that you are answering the question**. Use the key words from the question throughout your answer to keep your focus.
- ❖ Make sure that **you don't talk about characters as if they are real**. Instead speak about the choices that the writers' made when presenting different characters.
- ❖ **Use connectives** to show you are sequencing the text (initially, as a result, towards the end etc).
- ❖ Aim to **learn around 10 quotes** from the modern text. Make sure that they are short and cover a range of themes and characters.
- ❖ **Revise poems in clusters so that you know which you can compare** together. Aim to learn 2 quotes from key poems that cover a range of themes.
- ❖ **Embed quotes** quickly using : and [...].
- ❖ When revising, **create plans for a wide range of questions** so that you have engaged with the different sorts of arguments that you might want to make.

The best essays will:

- a. Offer a convincing, exploratory response to the question.
- b. Choose the best quotes to support their answer.
- c. Offer original analysis by saying a lot about a little.
- d. Make perceptive comments about the effects created by the writer and seamlessly link them back to their overall argument.
- e. Spot connections and patterns across the text.
- f. Consider the impact of a text and explore specific, detailed links between context and the question.

How can you prepare?

- Reread your modern text and poetry anthology.
- Revise your modern text on Sparknotes and Shmoop.
- Watch all of Mr Bruff's videos on the poems in the anthology.
- Complete past papers.

6 The poet Ted Hughes presents the effects of war in 'Bayonet Charge' with the metaphor 'He lugged a rifle numb as a smashed arm'. The verb 'lugged' suggests that the soldier is exhausted and is merely ~~is~~ tiredly carrying his rifle around. The effect this has on the reader is that it gives the impression that war is tiring and most likely not worth it.

The poet also presents the effects of war when he uses the simile 'king, honour, dignity, etcetera dropped like luxuries'. This describes that everything the soldier had was lost during ~~the~~ war. The verb 'dropped' suggests how carelessly it was left behind at war. Also the word 'etcetera' gives the impression that the writer believes war is pointless as ~~the list goes on~~ ~~there is too much to write~~ ~~there is too much to write~~ ~~there is too much to write~~ it seems like the list goes on but there's too much to write. However this could also mean that the writer isn't particularly bothered by what you lose. The effect this may have on the reader is that they may become afraid of war because of what they would mentally lose.

The poet shows the effects of ~~the~~ war by using personification 'Bullets smacking the belly out of the air'. The verb 'smacking' shows how violent ~~the~~ war actually is ~~by~~ ~~saying~~ ~~this~~ ~~could~~ ~~be~~ ~~about~~ ~~the~~ ~~noise~~ as the bullets could be ~~as~~ as loud as a hard smack. The effect this may have on the reader is that they may think war

war is too violent.

However in the poem 'Remains' the soldier is presented that he is mentally affected by war as he whenever he closes his 'eyes' all he sees is the man on the floor. This suggests that war can be mentally scarring which could make the reader not want to go ~~in~~ in war.

Also the poet of 'Remains' shows effects of war with the sentence 'possibly armed, possibly not'. The adverb 'possibly' shows how uncertain it was that the man was actually any danger. This quote shows how guilty the soldier feels as the quote is repeated throughout the poem. The effect this may have on the reader is ~~that~~ that they may believe that anything can happen in war and the mistakes made could possibly haunt you for the rest of your life.