

Literature Paper 2 revision

Name:

Teacher:



**AO1**

<p>Which 2 poems would you compare to discuss the theme of 'identity' and why?</p>	<p>What is the overall message of William Blake's 'London' and how do you know?</p>	<p>How would you analyse these lines: '<b>His terror's touchy dynamite</b>'?</p>	<p>Which poems cover the theme of nature and can you remember quotes from them?</p>	<p>Write about the structure of one poem and how it links to the poem's meaning?</p>
<p>Which poems show power positives and which show it negatively?</p>	<p>Which poems cover the theme of violence and can you remember quotes from them?</p>	<p>What is your favourite poem in the anthology and why?</p>	<p>How would you analyse these lines: '<b>Honour the light brigade/noble six hundred!</b>'?</p>	<p>What is the overall message of John Agard's 'checkin out me history' and how do you know?</p>

## AO1 Extra

<p>Which 2 poems would you compare to discuss the theme of 'loss' and why?</p>	<p>What is the overall message of Dharker's 'Tissue' and how do you know?</p>	<p>How would you analyse these lines: '<b>I gave commands then all smiles stopped together</b>'?</p>	<p>Which poems cover the theme of war and can you remember quotes from them?</p>	<p>Write about the structure of one poem and how it links to the poem's meaning?</p>
<p>Which poems show nature positively and which show it negatively?</p>	<p>Which poems cover the theme of memory and can you remember quotes from them?</p>	<p>What is the poem that you remember the most about and why do you think that is?</p>	<p>How would you analyse these lines: '<b>In every infacts cry of fear [...] the mind forged manacles I hear</b>'?</p>	<p>What is the overall message of Bayonet Charge and how do you know?</p>

## AO2 - Language Analysis

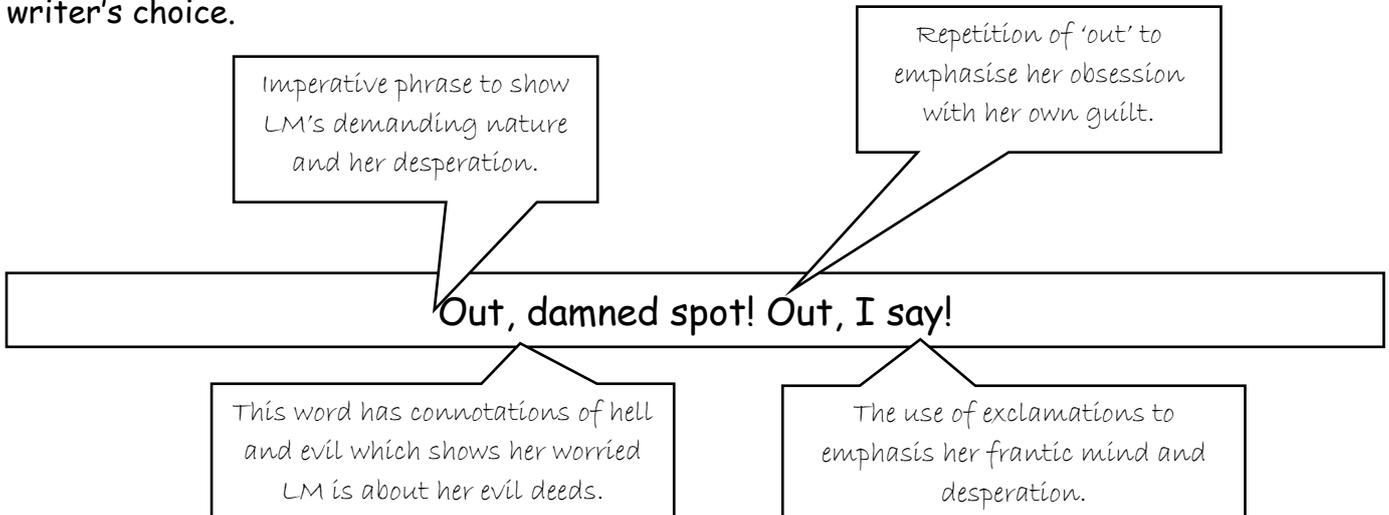
**Step 1:** complete this subject terminology match up.

Quote	Subject terminology
Look on my works, ye Mighty, and despair!	Sematic field of war
A huge peak, black and huge	Plosive alliteration
We are bombarded by the empty air	Imperatives
he's probably armed, and possibly not	Repetition
Crimped petals, spasms of paper red	Dialect
Dem tell me wha dem want to tell me	Violent imagery

**Step 2:** what do the words below mean?

- Enjambment
- Stanza
- Half rhyme
- Sonnet
- Caesura

**Step 3:** explode each quote using subject terminology and explaining the impact of the writer's choice.



Look on my works, ye Mighty, and despair!

A huge peak, black and huge

Crimped petals, spasms of paper red

Dem tell me wha dem want to tell me

**Step 4:** Find the subject terminology and discuss the impact of the structural choices below:

Quote	Impact
Lots of enjambment	
Lots of caesura	
Short lines	
Irregular stanzas	
Half rhyme	
Repeating a certain line	

**Step 5:** Have a go at analysing the unseen poem below:

Do not go gentle into that good night,  
Old age should burn and rave at close of day;  
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,  
Because their words had forked no lightning they  
Do not go gentle into that good night.

Good men, the last wave by, crying how bright  
Their frail deeds might have danced in a green bay,  
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,  
And learn, too late, they grieved it on its way,  
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight  
Blind eyes could blaze like meteors and be gay,  
Rage, rage against the dying of the light.

And you, my father, there on that sad height,  
Curse, bless, me now with your fierce tears, I pray.  
Do not go gentle into that good night.  
Rage, rage against the dying of the light.

**Dylan Thomas**

**Question:** *How does the poet present the speaker's feelings about the loss of his father?*

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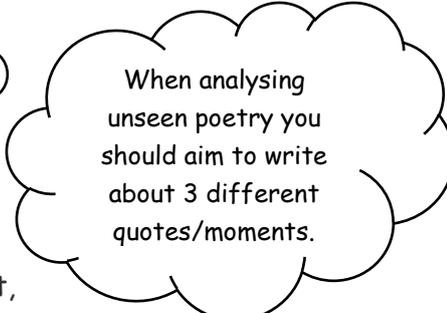
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**Step 6:** Turn this check-list into a key and highlight your answer.

Key:

- Writer's name
- Subject terminology
- Short quote
- Answer the question
- Comment on impact on reader or meaning



When analysing unseen poetry you should aim to write about 3 different quotes/moments.

**AO3** - The best way to achieve AO3 in your answers is by making sure that you are talking about the theme given to you in the question.

Which of the themes do the 15 poems fit into?

Poem	War	Nature	Identity	Memory	Violence	Loss	Power	Corruption	Following Orders
Ozymandias									
London									
Prelude									
Charge of the LB									
Remains									
Tissue									
Checkin out MH									
Storm on the I									
Bayonet Charge									
Emigree									
War Photographer									
Exposure									
Poppies									
My Last Duchess									
Kamikaze									

Another way to gain marks for context is to talk about WHY the poets might have wanted to write their poems. What was their overall message? Try and work out the main messages for the 15 poems.

Poem	Message
Ozymandias	
London	
Prelude	
Charge of the LB	
Remains	
Tissue	
Checkin out MH	
Storm on the I	
Bayonet Charge	
Emigree	
War Photographer	
Exposure	
Poppies	
My Last Duchess	
Kamikaze	

**Essay - read this L4 essay and annotate where it meets AO1, AO2 and AO3.**

**Q1** Compare how the reality of conflict is presented in Ted Hughes's 'Bayonet Charge' and one other poem you have studied.

Compare the poems in your opening sentence.

Although the action of both 'Bayonet Charge' and 'Exposure' occurs on the battlefields of World War One, the poems offer two very different portrayals of the reality of conflict. While 'Bayonet Charge' depicts the violent action and overwhelming terror experienced by a soldier going into battle, 'Exposure' focuses on the boredom and inactivity of men waiting in the freezing trenches of the Western Front while "nothing happens" on the battlefield. Both poets present war as a profoundly negative experience, in which hope, faith and sense of self are overpowered by pain and fear.

Sum up the main argument of your essay.

Try to develop your ideas.

The poems use different narrative voices. 'Bayonet Charge' is written in the third person. The anonymity of the subject, "he", and the fact that he is the only human mentioned in the poem make him seem isolated and alone, even though it is clear that he must be surrounded by other soldiers. This sense of isolation heightens the feeling of terror in the poem by reflecting the soldier's acute focus on his own survival. In contrast, 'Exposure' is written in the first person plural ("our memory", "we hear"), which creates a sense of the shared suffering experienced by the millions of soldiers who fought and died in the First World War. This emphasises the vast scale of misery and loss of life in the war.

Compare the poems' form and structure.

The poets also use other aspects of form and structure to present the reality of conflict. In 'Bayonet Charge', Hughes uses enjambment and uneven line lengths to create an irregular rhythm, echoing the confusion experienced by the soldier. The irregular rhythm is heightened by caesurae in lines 11 and 15. These

Use the correct technical terms.

help to turn the second stanza into a pause in the action, which reflects the soldier's experience of time apparently standing still as he struggles to understand "the reason / Of his still running". In contrast, Owen uses a regular rhyme scheme (ABBAC) to emphasise the monotony experienced by the soldiers. Despite this regularity, half-rhymes such as "wire" / "war" create a sense of jarring discomfort that mirrors the soldiers' suffering.

You can give more than one interpretation in your answer.

The different experiences of conflict presented in 'Exposure' and 'Bayonet Charge' are conveyed through the contrasting language the poets use. Owen's language is bleak and hopeless — dawn is personified as a "melancholy army" "massing in the east", a metaphor which has a powerful effect on the reader by subverting their expectations — dawn is usually a symbol of hope, but here it only brings more "poignant misery". The soldiers' sense of hopelessness is also evident in the phrase "love of God seems dying", which suggests that the horrific reality of conflict is causing them to lose their faith in God, or perhaps to believe that a God who can subject them to such suffering has lost faith in them. In contrast to this bleak imagery, 'Bayonet Charge' is filled with frantic movement. Active verbs such as "running" and "stumbling" help to create a vivid image of the soldier's desperate actions as he races into battle. The sense of movement in the poem is also conveyed by the opening phrase, "Suddenly he awoke", which places the reader in the middle of the action from the start. This gives the poem a nightmarish quality, highlighting the feelings of confusion and terror that are driving the soldier.

Compare the language used in the two poems.

Use quotes to support your argument.

Explain the effect of the examples you give.

Both poems suggest that the reality of conflict does not match up to the ideal. In 'Bayonet Charge', Hughes questions the patriotic ideals of "King, honour, human dignity, etcetera", arguing that in the heat of battle they are "Dropped like luxuries" as terror takes over. Information about the horrors of World War One was readily available in the 1950s when Hughes wrote this poem, and there is a sense of pity for the soldiers who fought. Similarly, in 'Exposure', the narrator questions whether anything is achieved by the soldiers' sacrifice. On the surface, the phrase "Since we believe not otherwise can kind fires burn" suggests the soldiers believe their sacrifice is necessary to protect the "kind fires" of home, but the complex, broken syntax reflects their lack of conviction that this is true. This reveals the alienation many soldiers felt: they believed no-one at home appreciated their sacrifice.

Bring in some contextual details to your answer.

'Bayonet Charge' and 'Exposure' both present vividly negative views of the reality of conflict for soldiers on the front line. The experience of the soldiers in the two poems is very different: Hughes focuses on the raw terror and active suffering of a soldier going into battle, whereas Owen concentrates on the hopelessness and passive suffering of men dying from exposure. However, both poets use structure, form and vivid imagery to powerfully convey the soldiers' suffering. Both narrators question the patriotic ideals used to justify war, suggesting instead that there can be no justification for the bleak and dehumanising reality of conflict.

Your last sentence should sum up your argument, and it needs to be memorable.

	<b>AO1</b> - Read, understand and respond to texts (12 marks)	<b>AO2</b> - Analysis of lang., form & structure (12 marks)	<b>AO3</b> - Texts and contexts (6 marks)
<b>Level 1</b> (1-5 marks) <i>Simple, explicit comments</i>	<ul style="list-style-type: none"> <li>You make simple comments showing an awareness of a similarity or difference</li> <li>You refer to relevant parts of the text</li> </ul>	<ul style="list-style-type: none"> <li>You are aware that the writer has deliberately made language choices</li> <li>You may refer to subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>You make a simple comment on explicit ideas or contextual factors</li> </ul>
<b>Level 2</b> (6-10 marks) <i>Supported, relevant comments</i>	<ul style="list-style-type: none"> <li>You offer a supported response focussing on similarities and differences</li> <li>You comment on your textual references</li> </ul>	<ul style="list-style-type: none"> <li>You can identify writer's methods</li> <li>You offer some reference to subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>You show some awareness of implicit ideas or contextual factors</li> </ul>
<b>Level 3</b> (11-15 marks) <i>Explained, structured comments</i>	<ul style="list-style-type: none"> <li>You sometimes explain the similarities and differences by offering a structured focus on comparison</li> <li>You use textual references to support a range of comments</li> </ul>	<ul style="list-style-type: none"> <li>You sometimes explain the writer's methods with some relevant use of subject terminology</li> <li>You can identify how the writer's methods affect the reader</li> </ul>	<ul style="list-style-type: none"> <li>You show some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task</li> </ul>
<b>Level 4</b> (16-20 marks) <i>Clear understanding</i>	<ul style="list-style-type: none"> <li>You offer clear, consistent comparison</li> <li>You use effective references to support your explanation</li> </ul>	<ul style="list-style-type: none"> <li>You offer a clear explanation of the writer's methods with appropriate use of relevant subject terminology</li> <li>You understand how the writer's methods affect the reader</li> </ul>	<ul style="list-style-type: none"> <li>You show you have a clear understanding of ideas/perspectives/ contextual factors shown by <u>specific</u> links between context/text/task</li> </ul>
<b>Level 5</b> (21-25 marks) <i>Thoughtful, developed consideration</i>	<ul style="list-style-type: none"> <li>You offer a thoughtful, well developed comparison</li> <li>You use apt references which are integrated into your interpretation(s)</li> </ul>	<ul style="list-style-type: none"> <li>You examine the writer's methods and use subject terminology effectively to support your consideration of these methods</li> <li>You examine how the writer's methods affect the reader</li> </ul>	<ul style="list-style-type: none"> <li>You thoughtfully consider ideas/perspectives/contextual factors shown by examination of <u>detailed</u> links between context/text/task</li> </ul>
<b>Level 6</b> (26 – 30 marks) <i>Convincing, critical analysis and exploration</i>	<ul style="list-style-type: none"> <li>You offer a critical, exploratory, well-structured comparison throughout</li> <li>You choose the best quotations to successfully support your interpretation(s)</li> </ul>	<ul style="list-style-type: none"> <li>You analyse the writer's methods with subject terminology used successfully</li> <li>You explore how the writer's methods affect the reader.</li> </ul>	<ul style="list-style-type: none"> <li>You explore the ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>

**Bringing it all together** - create an essay plan poster for a few of the questions below.

Remember to include: points, quotes, analysis and context.

- ❖ Compare how the power of nature is presented in 'Storm on the Island' and one other poem in your anthology.
- ❖ Compare how the power is shown as corrupting in 'My Last Duchess' and one other poem in your anthology.
- ❖ Compare how poets present struggles of identity in 'Emigree' and another poem in your anthology.
- ❖ Compare how poets present the reality of war in 'War Photographer' and one other poem in your anthology.
- ❖ Compare how pain is presented in 'Exposure' and one other poem in your anthology?

**Cheat Sheet Information - turn into revision notes**

**Modern Text: An Inspector Calls: only write about the text you have been taught!**

**What will the exam question be like?**

1. You are given a choice of two questions - you only do one of them. The question could be about character or theme or a combination of both.
2. There isn't, unlike on Lit Paper 1, an extract for you to analyse. Instead it is up to you which parts of the text to refer to. You should include key events from the start, middle and end of the text.

**What should I include?**

1. Quotes from across the text
2. Subject terminology
3. References to context (thematic as well as political / social / historical)
4. Ideas about how the writer's choices creates meaning (i.e. how they impact on you)

**How should I structure the essay?**

**There are many ways to structure an essay, but one way is...**

1. Introduction: define the key word in the question (= thematic context)
2. Write about a scene from the start of the text - use phrases like initially, at the start etc. to show that you are going to write about the whole text
3. Write about a scene from the middle of the text - use time / sequencing connectives to show that you know the order of the text's main events
4. Write about a scene from the end - use phrases such as finally etc. to show you have covered the whole text.
5. Conclusion: what is the writer and reader's opinion on this theme / the question statement

**How can I prepare?**

1. Re-read the text and create a timeline of key events
2. Re-read the text and create mind-maps on key characters and themes (include key quotes)
3. Know about the context: political, social and historical - re-read your class notes, use the internet
4. Get your friends, form group, parents etc. to test you on key quotes
5. Practice essay writing skills - set yourself a question and write a section of your answer

### **What will the exam question be like?**

6. There is one question and one poem given to you by the exam board. You must compare this with another from the anthology.
7. Comparisons must be thematic / contextual

### **What should I include?**

8. Quotes from across the text
9. Subject terminology
10. References to context (thematic as well as political / social / historical)
11. Ideas about how the writer's choices creates meaning (i.e. how they impact on you)

### **How should I structure the essay?**

12. Introduction: define the key word in the question (= thematic context) and summarise how it is written about in both poems
13. Make a point about the opening of the given poem and then make a direct comparison to your chosen poem - remember, the comparison is content based.
14. Identify a change in the given poem and then make a direct comparison to your chosen poem - remember, the comparison is content based.
15. Make a point about the ending in the given poem then make a direct comparison to your chosen poem - remember, the comparison is content based.
16. Conclusion: what is the writer and reader's opinion on this theme / the question statement

### **How can I prepare?**

17. Ensure you have notes on each poem
18. Watch the videos that were emailed out to you in November
19. Group the poems by theme - you should have done this as HL.
20. Learn key quotes and get your friends, form group, parents etc. to test you on key quotes
21. Practice essay writing skills - set yourself a question and write a section of your answer

### What will the exam question be like?

1. This section is split into two. You will be given one poem to analyse in detail (24 marks) and then a second poem to compare it to (8 marks)
2. Comparisons need to be about technique

### What should I include?

1. Use SLIME to annotate the poem and ensure you write about each in your answer
2. If you spot a change in the poem make sure you write about it
3. Include short, specific quotes
4. Use subject terminology
5. Explore how the writer's choices create meaning
6. Comparisons should be about narrative voice, tone, level of formality, style not content

### How should I structure the essay?

For the 24 mark question, follow the same essay structure as for the Poetry Anthology essay but without any comparisons as this question is just about one poem on its own.

For the 8 mark comparison question, you should focus on comparing the **methods** the two poets use

1. Write a paragraph comparing the narrative voice of the two poems and the impact of each
2. Write a paragraph comparing the language used (imagery etc.) of the two poems and the impact of each
3. Write a paragraph comparing the structure of the two poems and the impact of each

### How can I prepare?

1. Revise subject terminology
2. Practise essay writing skills
3. Attend revision sessions