

English: Exam Literacy Guide

THE BASICS

- Develop a regular routine for completing homework / revision with limited distractions
- Ensure your child is attending any interventions offered
- Discuss current affairs in the media: politics, the environment etc.
- Never say 'I was never any good at English' - use positive reinforcement to encourage resilience in your child
- Encourage regular reading: books, magazines, newspapers. These are available in the school library and from your child's English teachers.

English Language

Paper 1 - 1 hour 45

Section A: Reading (1 hour) Fiction

- 1) Selecting/ retrieving information
- 2) Explaining and analysing language
- 3) Explaining and analysing the structure of a text
- 4) Critical evaluation: Exploring personal opinion on a text

Section B: Descriptive/ Narrative Writing (45 minutes)

- 5) Writing a story based on a prompt OR writing a description using an image as a stimulus

Paper 2 - 1 hour 45

Section A: Reading (1 hour) Non-fiction

- 1) Selecting and retrieving information
- 2) Summarising explicit/ implicit information from two texts
- 3) Explain and analyse language
- 4) Comparing writers' perspectives

Section B: Writing (45 minutes) Writing for a purpose

- 5) Writing a non-fiction text (letter, guide, article, speech) for a purpose (persuade/ inform etc.)



English Literature: Exam Literacy Guide

THE BASICS

- Attendance is key - one missed lesson could mean missed analysis of a key poem
- Talk to your child about the texts they're studying- ask them who their favourite and least favourite character is and why
- Find knowledge organisers online to learn the basics about plot, character and devices and test your child.
- Encourage your child to re-read and watch the texts studied

Paper 1 Shakespeare and Nineteenth century Novel (1 hour 45)

Section A: Shakespeare play: Macbeth

Answer one question on the play you have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole (30 marks + 4 for SPaG)

Section B: The Nineteenth Century Novel: 'A Christmas Carol'

One question which again starts with an extract and asks students to also write about the entire text. (30 marks)

Paper 2 Modern Texts and Poetry (2 hours 15)

Section A: Modern novel/drama text: An Inspector Calls

Students will answer one essay question from a choice of two (30 + 4)

Section B: The Poetry Anthology: Power and Conflict

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. (30 marks)

Section C: Unseen Poetry

two questions. Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. 32 marks



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Paper 1: Section A: Reading

Q1: List four things (4 marks)

What it tests: Understanding of explicit information.

Tip: Stick to the lines specified.

Key verbs: identify, list, find.

Q2: Language analysis (8 marks)

[What it tests: How the writer uses language for effect.

Tip: Focus on *words, phrases, language features, and sentence forms.*

📌 Sentence Starters: The writer uses (insert technique) to highlight...
This suggest...
The simile/ metaphor evokes an image of

Q3: Structure analysis (8 marks)

What it tests: How the text is structured to interest the reader.

Tip: Focus on the whole text—beginnings, shifts, focus, endings.

📌 Sentence Starters:
The writer shifts focus from ... to ...
The use of dialogue/ rising action creates
The paragraph opens with ... which draws attention to...

Q4: Evaluation (20 marks)

What it tests: How well you can evaluate the text.

Tip: Respond to the statement—*agree/disagree, support with evidence, evaluate methods.*

📌 Sentence Starters:
I agree with the statement because...
The writer effectively presents this through...
The writer uses (insert technique) to convey their view of...
This creates an impression of...

Language Devices

Device	Effect
Simile	Comparison using <i>like/as</i> – vivid imagery
Metaphor	Saying something <i>is</i> something else – symbolic, imaginative
Personification	Human traits to objects – adds emotion/mood
Alliteration	Repeated consonant sounds – rhythm/emphasis
Sibilance	Repeated <i>s</i> sounds – soft/sinister tone
Hyperbole	Exaggeration – dramatic effect
Onomatopoeia	Sound words – vivid description
Semantic Field	Group of related words – strengthens theme
Imagery	Sensory language – builds atmosphere
Symbolism	Object/idea with deeper meaning – adds layers

Structural Devices

Device	Effect
Narrative Perspective	1st/3rd person – shapes reader connection
Focus Shift	Change in place/time/character – builds interest
Zoom In/Out	Moves detail—wide view – controls focus
Flashback/Forward	Shifts in time – reveals or builds tension
Paragraphing	Varying length – controls pace/emphasis
Sentence Types	Short/long/fragmented – builds rhythm or tension
Repetition	Repeats words/ideas – emphasizes or builds suspense
Circular Structure	Ending links to start – closure or irony
Cliffhanger	Unresolved ending – adds suspense
Chronological Order	Natural time flow – clarity and progression
Non-linear Narrative	Events out of order – creates mystery
Juxtaposition	Contrasting ideas side-by-side – highlights differences or conflict



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Paper 1: Section B Writing

Section B: Fiction Writing (40 marks)

(Spend around 45 minutes, including planning and checking)

Q5: Descriptive or Narrative Writing (40 marks)

Task type: Write based on a picture prompt or a narrative scenario.

Tip: Plan before writing. Aim for crafted paragraphs, varied vocabulary, and literary techniques.

1. DROP – Drop the reader into the setting (from a bird’s-eye view) Start by imagining you're a bird soaring above the scene. Describe what you see from above, using wide, sweeping language. This gives your writing a cinematic, atmospheric opening
From high above, the city sprawled like a crumpled map, its veins of traffic glowing dimly under the dull, amber haze of twilight. Rooftops jutted up like jagged teeth, windows blinking sporadically in the fading light.

2. ZOOM – Focus in on a specific detail - character or setting Now swoop down or “zoom in” on one area or object. Describe it in rich, detailed language.

A torn umbrella leaned drunkenly against a bench, its spokes twisted like broken limbs. Raindrops gathered on the plastic surface, trembling before falling with a soft plink into a growing puddle.

3. SHIFT – Change perspective, mood, or time Now change things. A person might enter the scene, the weather could turn, or the mood could shift. This adds movement and narrative tension.

A girl stepped into the courtyard, her boots splashing quietly through puddles. She paused by the umbrella, as though it meant something. A distant rumble of thunder stirred the stillness, and her shoulders tensed.

4. LINK – Return to an image or idea from the start End by echoing something from the beginning: the bird’s-eye view, the weather, a symbol, or an emotion.
Above her, the gull circled once more before vanishing into the thickening mist. The city below continued to breathe and blink, unaware of the small, silent stories unfolding beneath its wings.

Key Vocabulary

Word	Synonym(s)	Model Sentence
Ominous	Threatening, foreboding	<i>An ominous cloud loomed over the valley.</i>
Luminescent	Glowing, radiant	<i>The luminescent glow lit the empty road.</i>
Tranquil	Serene, still	<i>The lake was tranquil under the morning sun.</i>
Cacophony	Racket, din, uproar	<i>A cacophony of screams echoed through the air.</i>
Dilapidated	Crumbling, decaying	<i>The dilapidated house groaned in the wind.</i>
Verdant	Lush, green, flourishing	<i>Verdant fields stretched to the horizon.</i>
Aromatic	Fragrant, perfumed	<i>The kitchen was filled with aromatic spices.</i>

✓ Key Sentence Types & Punctuation – Quick Revision Table

Sentence Type	Structure / Technique	Example
De:De	Description: detail or explanation	The wind screamed: wild, restless, endless.
Adverb Opener	Begin with an adverb + comma	Slowly, the fog crept over the hills.
Embedded Clause	Clause inserted mid-sentence using commas/dashes	The car, which hadn't moved in days, sat abandoned.
Dash for Emphasis	Use a dash to add emphasis or contrast	She smiled—it didn't reach her eyes.
Semi-colon Sentence	Link two related clauses with a semi-colon	The sun had set; darkness swallowed the town.



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Paper 2: Section A

Q1: True or False (4 marks)

What it tests: Your ability to identify specific information in the text.

Tip: Check the lines specified in the question. Only base your answer on the information directly given in the text.

Q2: Summarise (8 marks)

What it tests: Your ability to condense information and summarize key points.

Tip: Focus on summarizing the **main ideas** or **key points**.

📌 Sentence Starters:

"The writer discusses [topic] by focusing on [point 1] and [point 2]."

"A key aspect of the text is [idea], where the writer explains [brief summary]."

"The writer highlights [main idea], which emphasizes [concept]."

"In summary, the text focuses on [key points], demonstrating [main idea]."

Q3: Language Analysis (12 marks)

What it tests: How the writer uses language to achieve specific effects or create meaning.

Tip: Focus on the **specific language** used (e.g., choice of words, imagery, tone, figurative language).

📌 Sentence Starters:

"The writer uses the word '[word]' to convey [emotion/idea], suggesting that [interpretation]."

"The use of [technique] creates a sense of [emotion/atmosphere], helping to [effect]."

"By describing [object/scene] as '[description]', the writer evokes an image of [effect]."

"The writer's choice of [word/phrase] reflects [idea/emotion] and emphasizes [interpretation]."

"The metaphor '[quote]' helps to illustrate [concept/feeling], making the reader feel [emotion]."

Q4: Comparing Writers' Viewpoints (16 marks)

What it tests: Your ability to compare perspectives or viewpoints of two writers on the same topic.

Tip: Compare how the writers present their **viewpoints**, **attitudes**, and **use of techniques** to convey their opinions. Focus on both **similarities** and **differences** in their approach.

📌 Sentence Starters:

Both writers convey their viewpoints on [subject] by using [technique]. However, in Text 1, [example], while in Text 2, [different example] is used to convey [contrast]."

"In Text 1, the writer's viewpoint is [viewpoint], demonstrated through [technique], whereas in Text 2, the viewpoint is [opposite viewpoint], highlighted by [example]."

"While both texts explore [topic], the writers' tones differ—Text 1 adopts a [tone], whereas Text 2 takes a [different tone], showing a contrasting attitude towards [subject]."

"Text 1 emphasizes [aspect of topic] through [technique], whereas Text 2 takes a more [different perspective], using [technique] to present [contrast]."

Tone	Description	Example
Formal	Serious, professional, and respectful, often used in academic or official writing.	"The company has reviewed your application and will inform you of the outcome shortly."
Informal	Casual, conversational, and relaxed, often used in personal or friendly writing.	"Hey! Just wanted to check in and see how you're doing!"
Optimistic	Positive and hopeful, looking forward to a better outcome.	"Despite the challenges, we are confident that we will find a solution together."
Sarcastic	Mocking or ironic, conveying the opposite of what is said.	"Oh, great, another traffic jam. Just what I needed to make my day even better."
Sympathetic	Showing understanding or compassion, especially in difficult situations.	"I understand how hard this must be for you, and I'm here to help in any way I can."

📌 DAFORRESTT Techniques (Persuasive Language Devices – Paper 2)

Letter	Device	Effect / Use
D	Direct Address	Engages the reader personally using you/we – creates involvement
A	Anecdote	Short personal story – adds credibility and relatability
F	Facts	Objective information – increases trust and authority
O	Opinion (as fact)	Strong, confident viewpoint – persuades reader
R	Rhetorical Question	Provokes thought – encourages reader agreement
R	Repetition	Emphasises key ideas – makes message stick
E	Emotive Language	Creates emotional impact – influences feelings
S	Statistics	Uses numbers/data – strengthens argument with evidence
T	Triplet (Rule of 3)	Groups ideas for impact – memorable and persuasive
T	Tone	Formal/informal, serious/sarcastic etc. – affects effectiveness and audience response

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Paper 2: Section B

Section B: Non-Fiction Writing (40 marks)

(Spend around 45 minutes, including planning and checking)

Task type: Write a piece of nonfiction designed for a purpose.

e.g. "Write a letter explaining the importance of healthy eating to your local MP." e.g. "Write a guide advising teenagers how to stay safe online."

Key Writing Formats (Choose from):

Article (e.g., for a newspaper, magazine, or blog).

Speech (e.g., for a public audience or presentation).

Letter (e.g., formal letter, letter to the editor).

Leaflet/Brochure (informational and persuasive).

Review (book, film, restaurant).

Guide/Advice (e.g., how-to guide).

Planning Your Response:

Purpose: Decide on your main aim (inform, persuade, advise, entertain, etc.).

Audience: Think about who will be reading or hearing this (general public, a specific group, or a professional audience).

Format: What is it you're writing (see above)

Tone: Match the tone to your purpose (e.g., formal, informal, serious, humorous).

Structure: Plan the **introduction**, **main body**, and **conclusion**.

- **Introduction:** Introduce your topic or main argument.
- **Main Body:** Develop your points with supporting evidence or examples.
- **Conclusion:** Summarize key points and leave a lasting impression.

Common Word	More Sophisticated Alternatives	Context/Usage
Important	Crucial, Essential, Pivotal	"This issue is crucial for the future of our community."
Big	Monumental, Significant, Substantial	"The monumental changes will shape the industry for years to come."
Good	Beneficial, Advantageous, Positive	"The new policy offers beneficial effects for both employees and employers."
Bad	Detrimental, Harmful, Damaging	"The detrimental consequences of inaction are clear."
Help	Assist, Aid, Facilitate	"This new tool will facilitate our daily tasks significantly."
Change	Transformation, Alteration, Shift	"The transformation of the city's infrastructure is underway."

1	"Is this really the kind of world we want to live in?"	Persuade (rhetorical question)
2	"We need change. We need action. We need it now."	Persuade (repetition)
3	"You have the power to make a difference."	Persuade (direct address)
4	"According to recent studies, 3 out of 4 people agree..."	Persuade/Inform (statistic)
5	"Cruel, inhumane, and unacceptable."	Persuade (rule of three)
6	"To understand this problem, we must first look at the causes."	Explain/Inform
7	"In addition, this highlights a deeper issue..."	Explain (connective)
8	"This means that..."	Explain (clarification)
9	"You should consider..."	Advise
10	"With the right mindset, it's completely achievable."	Advise (encouragement)



English Literature Exam Literacy

Paper 1: Shakespeare Macbeth

Macbeth: Key Vocabulary & Techniques

Term	Definition
Hamartia	A tragic flaw or error in judgment that leads to the protagonist's downfall.
Tragic Hero	A protagonist who has a fatal flaw that leads to their downfall.
Equivocation	The use of ambiguous language to mislead or deceive.
Hubris	Excessive pride or arrogance, often leading to the protagonist's downfall.
Fatalism	The belief that events are predetermined and inevitable.
Conscience	The inner sense of right and wrong that drives a character's moral decisions.

Techniques:

Soliloquy: A character speaks their thoughts aloud, often revealing inner conflict. E.g., Macbeth's soliloquy before killing Duncan.

Metaphor: Comparing two things without using "like" or "as". E.g., "Life's but a walking shadow."

Irony: When the opposite of what is expected occurs, particularly in Macbeth's rise and fall.

Foreshadowing: Hints about future events in the story, such as the witches' prophecy.

Symbolism: Objects or events that represent deeper meanings. E.g., blood symbolizes guilt.

Themes:

Ambition: Macbeth's tragic flaw is his unchecked ambition.

Guilt: Both Macbeth and Lady Macbeth are tormented by guilt.

The Supernatural: The witches and visions influence Macbeth's actions.

Corruption and Power: Power corrupts Macbeth, leading to his destruction.

Fate vs. Free Will: The tension between destiny and personal choice.

Sentence Starters:For Theme Analysis:

"Shakespeare explores the theme of [theme] through the character of Macbeth, as seen when..." "The recurring motif of [theme], such as [example], suggests that..." **For Character Analysis:** "Macbeth's character is defined by his [trait], particularly when he [action], which reveals his internal conflict."

"Lady Macbeth's manipulation of her husband highlights the theme of [theme], as shown when..."

For Language/Techniques: The use of [technique] in this scene, such as [example], highlights [effect]."

The metaphor of [example] is significant because it reflects Macbeth's [feeling/idea]."

Quotation	Context/Explanation
"Fair is foul, and foul is fair." (Act 1, Scene 1)	Equivocation: The witches' paradoxical statement represents the deceptive and misleading nature of appearances in the play.
"I am blood / Stepp'd in so far that, should I wade no more, / Returning were as tedious as go o'er." (Act 3, Scene 4)	Conscience: Macbeth acknowledges that he is so deeply involved in murder and violence that turning back is impossible.
"Macbeth does murder sleep, the innocent sleep, / Sleep that knits up the ravell'd sleeve of care..." (Act 2, Scene 2)	Conscience: Macbeth reflects on the guilt he feels after killing Duncan, symbolized by his inability to sleep peacefully.
"To be thus is nothing; / But to be safely thus. Our fears in Banquo / Stick deep..." (Act 3, Scene 1)	Hubris: Macbeth's excessive ambition and desire for power are shown as he worries about losing the throne and seeks further violence.
"I have no spur / To prick the sides of my intent, but only / Vaulting ambition, which o'erleaps itself..." (Act 1, Scene 7)	Hamartia: Macbeth's internal struggle is evident here, where he admits that his ambition is the only thing driving him to commit murder, showcasing his tragic flaw.
"Out, out, brief candle! Life's but a walking shadow, a poor player / That struts and frets his hour upon the stage..." (Act 5, Scene 5)	Fatalism: Macbeth reflects on the meaninglessness of life as he faces the inevitable consequences of his actions, highlighting his belief in fate and the futility of human effort.



English Literature Exam Literacy

Paper 1: A Christmas Carol

Key Word	Definition	Link to <i>A Christmas Carol</i>
Metamorphosis	A complete or dramatic change in character or form	Scrooge experiences a powerful metamorphosis from a cold-hearted miser to a kind man.
Redemption	The act of being saved from sin, error, or evil	Scrooge redeems himself by changing his ways and making amends for his past behaviour.
Miserly	Extremely reluctant to spend money; stingy	Scrooge is introduced as a miser who values money over people or compassion.
Isolation	Being separated from others, either physically or emotionally	Scrooge isolates himself from friends, family, and society until his transformation.
Morality	Principles concerning the distinction between right and wrong	The story is a moral allegory showing that kindness, generosity, and empathy are right.

Techniques:

Allegory: The whole novella is a moral story where characters and events symbolize broader ideas — especially the consequences of selfishness and the value of compassion.

Simile: Dickens uses vivid comparisons, e.g., “Hard and sharp as flint”

Metaphor: “Solitary as an oyster” shows Scrooge’s emotional isolation but also hints at his potential for change.

Personification: Giving human qualities to objects, like “The houses opposite were mere phantoms,” helps build a ghostly, unsettling atmosphere.

Symbolism: Marley’s chains represent the consequences of greed; Ignorance and Want represent society’s neglect of the poor.

Themes:

Redemption: Scrooge’s journey proves that anyone can change, no matter how lost they seem.

Poverty and Social Injustice: Dickens criticises the way Victorian society ignored the poor, using the Cratchits and the figures of Ignorance and Want to show the consequences.

Family and Community: Fred and the Cratchits embody the warmth and support of family life, which Scrooge initially rejects.

The Christmas Spirit: The novella celebrates generosity, kindness, and goodwill as the true meanings of Christmas.

Time: The ghosts emphasize reflection, regret, and the chance to change before it’s too late.

Sentence Starters: For Theme Analysis:

*“In Charles Dickens’ novella **A Christmas Carol**, the author explores...Set in Victorian England, the story is a critique of... Dickens presents the character of Scrooge as a symbol of...Dickens presents Scrooge as... through the use of... This is shown when...The phrase “...” suggests...This implies that... / This reflects...By using [technique], Dickens emphasises...”*

Quote	Analysis and Link to Key Themes/Keywords
“Solitary as an oyster.”	This metaphor emphasizes Scrooge’s deep isolation and emotional coldness. The image of an oyster also suggests that there is potential inside him for change, just as an oyster can contain a pearl. This links to the themes of metamorphosis and redemption .
“Are there no prisons? Are there no workhouses?”	Scrooge’s cold dismissal of the poor highlights his miserly attitude and isolation . This reveals the theme of poverty and social injustice and the moral failings that Scrooge must address.
“God bless us, every one!”	Tiny Tim’s words embody the themes of family and community , showing the contrast between his innocence and Scrooge’s greed. His spirit represents Christmas and the idea that generosity can bring joy.
“I will honour Christmas in my heart, and try to keep it all the year.”	This line symbolizes Scrooge’s redemption and his pledge to change. It reflects the theme of metamorphosis , as he vows to embrace love, kindness, and generosity, marking the completion of his transformation.
“Bah! Humbug!”	Scrooge’s exclamation shows his rejection of Christmas , family , and the spirit of goodwill. It represents his isolation and resistance to embracing the values of generosity and compassion.
“I am not the man I was.”	This moment marks Scrooge’s metamorphosis and self-awareness of his redemption . It links to the theme of time , as he reflects on his past mistakes and commits to change, embracing a new moral path.



English Literature Exam Literacy

Paper 2: An Inspector Calls

Key Word	Definition and Literary Context	
Commodity	Something useful or valuable, often bought or sold. In literature, people (like Eva Smith) may be treated as disposable resources.	
Ignorance	A lack of knowledge or awareness. Often used to show the dangers of an uneducated or uncaring society (e.g. <i>Ignorance in A Christmas Carol</i>).	
Morality	The sense of right and wrong. Central to texts where characters are judged or redeemed based on their ethical choices.	
Dehumanise	To strip someone of their dignity or identity. Common when lower-class characters are treated as objects or statistics.	
Facade	A false outward appearance that hides true feelings or motives. Often used to show hypocrisy or social pretence.	
Hypocrisy	Claiming to have high morals while behaving in a way that contradicts them. Used to criticise characters like Mrs. Birling.	

Techniques:

Allegory: A story, place, event etc. used to convey a hidden meaning.

Microcosm: A small representation of a bigger world

Mouthpiece: When a writer places a character in the play as a spokesperson for their own beliefs.

Metaphor: A direct comparison

Personal pronouns: 'I' to show responsibility

Themes:

Socialism is portrayed through the Inspector's interrogation, urging the family to recognize their collective responsibility to society and highlighting the need for social change.

Capitalism is seen in Mr. Birling's views on self-reliance and his disregard for the welfare of the working class, contrasting sharply with the Inspector's views.

Responsibility is a theme that runs throughout the play, particularly in how each character responds to the Inspector's revelations about their role in Eva Smith's death. Morality is questioned throughout the play, particularly in the actions of the wealthy Birlings, who lack a moral sense of duty towards others, especially the less privileged.

Class is a major focus, with the upper class (the Birlings) holding power over the lower class (represented by Eva Smith) and failing to see their moral duty to those less fortunate.

Sentence Starters: For Theme Analysis:

Priestley presents the character of [name] as... This highlights the theme of... The use of [literary technique] suggests that... Through the Inspector, Priestley conveys his message that... The contrast between the younger and older generation shows...

Quote	Analysis
"We are members of one body. We are responsible for each other."	The Inspector's statement sums up the play's central message of collective responsibility. It emphasizes the interconnectedness of society and challenges the individualistic views of characters like Mr. Birling.
"But these girls aren't cheap labour – they're people."	Sheila's shift in perspective is crucial. She recognizes the humanity of the working class and rejects her father's capitalist viewpoint, aligning herself more with socialist ideals.
"I'm talking about my own responsibility."	Eric's realization of his responsibility for Eva's downfall shows his moral growth. This quote highlights the theme of personal accountability and contrasts with the older generation's denial of responsibility.
"You don't seem to understand that a lot of people have to look after themselves – and live a miserable life."	The Inspector critiques the Birlings' privileged attitudes, particularly Mr. Birling's obliviousness to the struggles of the working class. It underscores the theme of social inequality and injustice.
"A girl of that class..."	Mrs. Birling's dismissive remark reflects the class prejudice of the time. She dehumanizes Eva Smith based on her social class, showing the generational divide and the play's critique of classism.
"There are millions and millions of Eva Smiths and John Smiths still left with us."	The Inspector's final line reinforces the play's social message. It emphasizes that the struggles of working-class people are ongoing, urging the audience to recognize their responsibility to enact social change.



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Paper 2: Power and Conflict Poetry

Key Word	Definition and Context	
Authority	Control or power over others; explored in poems like <i>Ozymandias</i> and <i>My Last Duchess</i> .	
Oppression	Cruel or unjust treatment; appears in poems like <i>London</i> and <i>The Émigrée</i> .	
Patriotism	Love and devotion to one's country; celebrated or questioned in <i>The Soldier</i> and <i>Kamikaze</i> .	
Trauma	Emotional or psychological damage; seen in <i>War Photographer</i> , <i>Remains</i> , and <i>Bayonet Charge</i> .	
Identity	A sense of self or belonging; explored in <i>Checking Out Me History</i> and <i>The Émigrée</i> .	

Key Themes:

Power of Nature – *Storm on the Island*, *Exposure*, *The Prelude*

Power of Humans – *Ozymandias*, *My Last Duchess*, *Tissue*

Effects of War – *Remains*, *Bayonet Charge*, *War Photographer*, *Poppies*

Loss and Memory – *Poppies*, *The Émigrée*, *Remains*

Identity and Heritage – *Checking Out Me History*, *The Émigrée*

Conflict – Internal and External – *Bayonet Charge*, *Kamikaze*, *War Photographer*

Critique of Power Structures – *London*, *Ozymandias*, *My Last Duchess*

Key Terminology

Iambic Pentameter – A poetic metre with five pairs of unstressed/stressed syllables (e.g. *The Soldier*).

Volta – A turning point or shift in tone or argument.

Imagery – Descriptive language appealing to the senses.

Allusion – A reference to another text, person, or event (e.g. *Ozymandias* alludes to ancient history).

Oxymoron – Contradictory terms used together, as in “exploding comfortably” (*Storm on the Island*).

Persona – The voice or character adopted by the poet.

Sentence Starters

"Both poets explore the theme of [insert theme] but present it in contrasting ways..."

"While [Poet A] presents [idea] through [technique], [Poet B] uses [different technique] to show..."

"The use of structure in both poems reflects the speaker's experiences of [insert topic]..."

"In contrast, [Poet] portrays [emotion/idea] as [adjective], whereas [other Poet] suggests..."

"Both poems highlight the lasting impact of [conflict/power], though one focuses more on [effect] and the other on [different effect]..."

Quote	Poem	Analysis
"My name is Ozymandias, king of kings"	<i>Ozymandias</i>	Irony of power – the ruler's arrogance contrasts with the ruined statue, symbolising decay.
"Dem tell me / Wha dem want to tell me"	<i>Checking Out Me History</i>	Reflects anger at historical oppression and control over identity through education.
"Probably armed, possibly not"	<i>Remains</i>	Shows psychological trauma and guilt; internal conflict haunts the speaker.
"The mind-forged manacles I hear"	<i>London</i>	Symbolic of mental oppression caused by government and societal control.
"He must have wondered / which had been the better way to die"	<i>Kamikaze</i>	Reflects internal conflict and the consequences of rejecting societal expectations.



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