

<b>Q27.1 single poem question - 30 minutes (24 marks)</b>	<b>Top Tips</b>
<p><b>5 minutes <u>only</u> to read and plan</b></p> <ol style="list-style-type: none"> <li>1. Read the question and underline the question word 'how'(methods) and the theme they are asking you to focus on. (E.g. In 'On Aging' <u>how</u> does the poet present the <u>speaker's attitudes to growing old?</u>).</li> <li>2. Read the poem once. Sit with it <ul style="list-style-type: none"> <li>- What do you feel/think after reading the poem?</li> <li>- can you spot a message/moral linked to the theme?</li> <li>- do any methods or words stand out to you and seem important?</li> </ul> </li> <li>3. Read it again.</li> <li>4. Annotate the poem looking for words/phrases etc that link to the question.</li> <li>5. Plan 4+ ideas (e.g. The imperatives and exclamations show an independent and assertive tone).</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember the AOs for the single poem are:  <b>AO1 - forming a critical and personal response that is supported by quotations and reference to the text.</b>  <b>AO2 - analyse the language form and structure of the poem using names of methods in your answer.</b> </li> <li>2. When reading the question, notice the <b>theme</b> (you get this from the question e.g. love, nature etc.) that the examiner is asking you to write about. This is your key to unlocking the meaning of the poems.</li> <li>3. There isn't a 'right' answer you are trying to find, focus in on the mood/atmosphere/tone/feeling; the voice/narrator and characters in the poem and their relationships. Anything you write is correct as long as you use What? How? Why? to justify it.</li> <li>4. When analysing your quotations remember to use your literature skills: <ul style="list-style-type: none"> <li>- Pick out the <b>key word choices and methods</b></li> <li>- explore the <b>connotations of the words and methods</b></li> <li>- Write <b>more than one thing</b> about each quotation</li> </ul> </li> </ol>
<b>Q27.1 Write up your answer - 25 minutes</b>	<b>Q27.2 poetry comparison question - 12 minutes (8 marks)</b>
<ol style="list-style-type: none"> <li>1. Introduction - Overall idea statement about what the poem is about and what the poet wanted to show. (e.g. Angelou presents the speaker as seeing ageing as a natural thing, perhaps criticising the 'pity' many people have towards it, and emphasising how growing old doesn't need to stop you from living.)</li> <li>2. Write up 4 What? How? Why? paragraphs remember to develop your ideas using the 'Top Tips' above.</li> </ol>	<p>AO2 - analyse the language form and structure of the poem using names of methods in your answer</p> <p><b>12 minutes</b></p> <ol style="list-style-type: none"> <li>1. Read the question and underline the Key words</li> <li>2. Bullet point 3 ideas to compare through <b>method only</b>. (e.g. Both poets suggest growing old is natural - Angelou ABCB rhyme scheme / Williams 'wave' metaphor)</li> </ol>

Poetic language	Meaning	Poetic structure and form	Meaning
Simile	A comparison made using the words “like” or “as.”	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Metaphor	A comparison – made directly or indirectly – without using “like” or “as.”	Couplet	A pair of rhyming lines which follow on from one another.
Personification	Giving human characteristics to an object.	Stanza	A group of lines separated from others in a poem.
Onomatopoeia	Words which attempt to imitate sounds.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Plosive	“b,” “p,” “t” and “d” sounds – which can be harsh, aggressive or shocking.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Sibilance	Repeated “S” sounds – most often caused by “s” “ss” and “c.” These can be harsh, smooth or sickly.	Dramatic monologue	A poem in which an imagined speaker address the reader.
Assonance	A repetition of vowel sounds.	Elegy	A form of poetry which is about the death of its subject.
Anaphora	A repetition of words, phrases or clauses.	Quatrain	A four line stanza.
Juxtaposition	Two things being placed close together for contrasting effect.	Epigraph	A quotation from another text, included in a poem.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, “friendly fire.”	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Semantic field	A set of words relating to the same topic. “Foul” and “Shot” would appear in the semantic field of sports.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Antithesis	Placing contrasting ideas together.	Sestet	A six line stanza.
Ambiguity	A word, phrase or situation with two or more possible meanings and it is unclear which is the correct one.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Hyperbole	Exaggeration.	Volta	A turning point in the line of thought or argument in poem.
Irony	A use of words to mean something very different from what they appear to mean.	For 27.2 the comparison 1. <b>Remember to use comparison connectives to show similarities and differences:</b> similarly, like, equally, in common with or in contrast, unlike, however, alternatively.	
Pathetic fallacy	When a character’s feelings, thoughts or emotions are reflected in the environment around them.		
Persona/voice	The voice/speaker of the poem who is different from the poet.		