| **Q27.1 single poem question - 30 minutes (24 marks)** | **Top Tips** |
|---|---|
| **5 minutes <u>only</u> to read and plan**<br>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>?).<br>2. Read the poem once. Sit with it<br>- What do you feel/think after reading the poem?<br>- can you spot a message/moral linked to the theme?<br>- do any methods or words stand out to you and seem important?<br>3. Read it again.<br>4. Annotate the poem looking for words/phrases etc that link to the question.<br>5. Plan 4+ ideas (e.g. The imperatives and exclamations show an independent and assertive tone). | 1. Remember the AOs for the single poem are:<br>**AO1 - forming a critical and personal response that is supported by quotations and reference to the text.**<br>**AO2 - analyse the language form and structure of the poem using names of methods in your answer.**<br><br>2. When reading the question, notice the **theme** (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.<br><br>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.<br><br>4. When analysing your quotations remember to use your literature skills:<br>- Pick out the **key word choices and methods**<br>- explore the **connotations of the words and methods**<br>- Write **more than one thing** about each quotation |
| **Q27.1 Write up your answer - 25 minutes** | **Q27.2 poetry comparison question - 12 minutes (8 marks)** |
| 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.)<br>2. Write up 4 What? How? Why? paragraphs remember to develop your ideas using the 'Top Tips' above. | AO2 - analyse the language form and structure of the poem using names of methods in your answer<br>**12 minutes**<br>1. Read the question and underline the Key words<br>2. Bullet point 3 ideas to compare through **<u>method only</u>**. (e.g. Both poets suggest growing old is natural - Angelou ABCB rhyme scheme / Williams 'wave' metaphor) |

| 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<br>1. **Remember to use comparison connectives to show similarities and differences**: 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. | | |