

Revision Guide

How To Study Poetry

For Edexcel IGCSE

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- 1. What is a poem?**
- 2. Assessment Objectives**
- 3. How to analyse an unseen poem**
- 4. Structuring comparative essays**
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The Poems

If-

Prayer Before Birth

Blessing

Search For My Tongue

Half-past Two

Piano

Hide and Seek

Sonnet 116

La Belle Dame sans Merci

Poem at Thirty-Nine

War Photographer

The Tyger

My Last Duchess

Half-caste

Do not go gentle into that good night

Remember

Reflecting on a new poem

| Reflection | Grid |
|--|---|
|  I think the poem describes... ... |  I think the poem is about... ... |
|  I would ask the poet... ... |  This poem reminds me of... ... |

"Genuine poetry can **communicate** before it is **understood**."

~ T.S. Eliot

"[Poetry is] emotion recollected in tranquility"

~ William Wordsworth

As a whole, Literature covers three forms of writing: poetry, prose (novels/stories) and drama (plays). In any GCSE or iGCSE exam, you'll have to write essays about all three of these forms. In the Edexcel iGCSE Literature exams, you're given two different poetry questions:

Section A – Unseen poetry: explore how writers create meaning and effects in a range of poetry that you're reading for the first time. With this exam, you respond in the moment to a new poem, but you use your general knowledge of poems to analyse this one in detail.

Section B – Anthology poetry: develop skills to compare a range of poetry from Part 3 of the Pearson Edexcel International GCSE English Anthology. With the Anthology poems, you study them as much as you can before taking the exam.

This introduction will help with **Section B – Anthology poetry**. It contains a breakdown of what poems are, why they're written, how to study them and how to write essays on them.

What is a Poem?

A poem is a form of literary expression that uses rhythm, imagery, and often metaphorical language to convey feelings, ideas, or stories. Unlike prose, poetry is structured in lines and stanzas and often relies on sound and rhythm to create an emotional or aesthetic impact.

At its core, poetry is about communicating in a concentrated and imaginative way. It can explore universal themes such as love, death, nature, time, war and identity, or focus on small, personal moments that change a person's life forever.

Why Do People Write Poetry?

People write poetry to express emotions, tell stories, capture fleeting moments, or challenge traditional ways of thinking. Poetry can serve as a form of personal reflection or a way to connect with others through shared experiences.

Historically, poetry has been used for a range of purposes. Poems are written to:

- Celebrate events or people.
- Protest injustices.
- Explore philosophical questions.
- Create beauty through language.
- Express deep emotions.
- Explore spiritual beliefs or perspectives.
- Consider the workings of nature and the natural world.
- Capture the beauty, tragedy or complexity of everyday life.
- Show the experiences of different cultures.
- Document the reality of war.

By understanding the poet's purpose, you gain deeper insight into the poem's meaning. Make sure to understand the deeper meaning and purpose behind the poem before analysing it, because that will make your interpretations much stronger.





Ways to Think About Poems

When studying poetry, approach it with an open and inquisitive mind. Here are some ways to think about poems:

1. First Impressions:

- Read the poem aloud to appreciate its rhythm and sound.
- Write down your immediate thoughts and feelings.
- What is the poem about? Write out the story, or the thought processes of the poem.

2. Theme and Purpose:

- Ask yourself: What is the poem about? Why was it written? What are the themes and messages?

3. Imagery and Language:

- Look for vivid descriptions, metaphors, similes, and symbols.
- Think about how these elements contribute to the poem's meaning.

4. Form and Structure:

- Notice the poem's layout, rhyme scheme, and metre.
- Reflect on how the structure enhances the content.

5. Context (For Higher Levels):

- Learn about the poet's background and the era in which the poem was written.
- Consider how historical, cultural, or personal circumstances influence the poem.
- For Edexcel IGCSE, you're not expected to write in depth about context, but learning it will help you to analyse the poems more accurately and in greater detail.



How to Study Anthology Poetry for Edexcel IGCSE

For the Edexcel IGCSE, preparation is key. Follow these steps:

1. Know Your Anthology:

- Familiarise yourself with the prescribed poems.
- Understand their themes, contexts, and key literary techniques.

2. Annotate Thoroughly:

- Mark important lines and write notes on language, form, and structure.
- Understand the deeper symbolism behind imagery.

3. Practise Comparing Poems:

- Many exam questions require comparison. Identify similarities and differences in themes, tone, and techniques.

4. Understand the Assessment Objectives (AOs):

- AO1: Respond to the text with personal insight.
- AO2: Analyse language, form, and structure.
- AO3: Show understanding of connections between different texts.
- AO4: Show understanding of connection between a text and its context.

5. Use Model Essays:

- Review exemplar student responses to understand what high-scoring answers include.
- Compare student answers with your own

Assessment Objectives

Here's what it says about assessment objectives in the Edexcel IGCSE Literature Specification:

Section B: Anthology Poetry (30 marks)

Students will apply their knowledge of poetic form, content and meaning to compare poems. Students must:

- demonstrate understanding of **how writers create literary effects** using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form
- understand and use appropriate literary **terminology**
- make **comparisons** between poems, including use of language, structure and form
- identify and use relevant **examples** from poems.

Questions will test the following assessment objectives:

AO2 Analyse the language, form and structure used by a writer to create meanings and effects. (15 marks)

Analyse how the poets use poetic devices

Examine different types of imagery

Think about the form and structure of the poems

- Understand how techniques and devices create specific meaning and effects
- Think about the reader's response to the poems

AO3 Explore links and connections between texts. (15 marks)

- Constantly compare and contrast the poems
- Find meaningful similarities and differences
- Think about HOW + WHY the poems are similar or different
- Focus on the poet's message or meaning behind the poems

How to Analyse Poems and What "Analysis" Really Means

Analysis means breaking down a poem into its components to understand how it works. The process of analysis involves:

Comprehension + Information Selection:

- Understand the story or the ideas of the poem.
- Identify literary devices (e.g., alliteration, enjambment, personification).
- Highlight key phrases or words that stand out.

Interpretation:

- Consider what these devices and phrases suggest or emphasise.
- Explore how they relate to the poem's themes or emotions.
- HOW/WHY does the poet present the ideas in this way? How do the specific details of the poem contribute to its purpose?

Evaluation:

- Discuss the overall impact of the poem.
- Evaluate how the reader responds to the poem and how they are changed or affected by it.

THE BEST WAY TO ANALYSE POEMS:

1. Read the poem aloud
2. Figure out the story or shape of ideas - look up any new vocabulary
3. Annotate it once, trying to find as many language, structure and form points as possible
4. Research the poem further - read more about it, look at study guides, watch video lessons, read other student essays
5. Annotate your poem again, in more detail
6. (When you revise the poem, repeat the 'research' steps until you're fully confident on the ideas, message and meaning of the poem)

Unsure about something in this guide?

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Understand Assessment Objectives

To start with, think about the Assessment Objectives. These are the guidelines that an examiner uses to mark your work - you have to make it clear and easy for them to 'tick' off these objectives in your essay, so write in a structure and with a style that shows off the objectives as directly as possible.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects. (15 marks)

- Analyse how the poets use poetic devices
- Examine different types of imagery
- Think about the form and structure of the poems
- Understand how techniques and devices create specific meaning and effects
- Think about the reader's response to the poems

AO3 Explore links and connections between texts. (15 marks)

- Constantly compare and contrast the poems
- Find meaningful similarities and differences
- Think about HOW + WHY the poems are similar or different
- Focus on the poet's message or meaning behind the poems

Things to Do Before You Start Writing

- Before writing a full essay, make sure you can:
- Understand the poems in detail
- Confidently talk about form, structure and language for the poems
- Explain the themes, ideas and messages of the poems clearly
- Then, build up to writing the full essay by practicing paragraphs first, then comparing, and finally writing and planning the essay itself.

Example PEE Paragraphs

For the Edexcel IGCSE Literature Anthology Poetry exam, you have to write an essay that compares and contrasts two poems on a theme.

Before you try writing the comparative essay, it's important to be confident with how to write straightforward PEE paragraphs on one poem. Here are example single-poem paragraphs, at two different levels:

Grade 6

(POINT) In La Belle Dame sans Merci, Keats shows how love can be powerful but also harmful, leaving the knight feeling lost and abandoned. **(EVIDENCE)** The knight says, "I saw pale kings and princes too, / Pale warriors, death-pale were they all." This suggests that he is not the only one affected by the lady's enchantment. **(ANALYSIS)** Keats repeats the word "pale" to show the emotional and physical damage caused by the lady's magic. These once-important kings and warriors are now like ghosts, which shows how even the strongest people can be hurt by love. The sad and haunting description of these figures, along with the knight "alone and palely loitering," makes readers think about how love can both fascinate and hurt people deeply.

Grade 9

(POINT) In La Belle Dame sans Merci, Keats presents love as a powerful yet destructive force that leaves the knight in a state of desolation. **(EVIDENCE)** The phrase "I saw pale kings and princes too, / Pale warriors, death-pale were they all" suggests that the knight is not alone in his suffering.

(ANALYSIS) Keats uses repetition of "pale" to emphasise the physical and emotional devastation caused by the lady's enchantment. The once-great figures of kings and warriors are now reduced to ghostly shadows, symbolising the universal vulnerability of even the strongest individuals to love's power. The haunting imagery of these spectral figures, combined with the knight's solitary and "palely loitering" state, highlights the transient and often painful nature of love, inviting readers to consider its dual capacity to enchant and destroy.

Example Comparative Paragraphs

Once you feel confident with single-poem paragraphs, you can try writing some comparative ones:

Grade 6

(POINT) Both La Belle Dame sans Merci and My Last Duchess explore the negative effects of relationships, though Keats focuses on heartbreak while Browning shows control. **(EVIDENCE & ANALYSIS - KEATS)** In La Belle Dame sans Merci, the knight is left "alone and palely loitering" after being abandoned by the mysterious lady. The repetition of "pale" in "pale kings and princes too" shows that many others have suffered the same fate, which suggests that love can leave people feeling weak and hopeless. The imagery of pale, ghostly figures reflects the knight's feeling of pain and loss. **(LINK, EVIDENCE &**

ANALYSIS - BROWNING) Similarly, in My Last Duchess, the Duke's power over his wife leads to her downfall. He reveals, "I gave commands; / Then all smiles stopped," showing that he decided her fate and killed her in the end. The short sentence makes his actions sound cold and final, which show his control. Browning also uses enjambment to create a conversational tone. This makes the Duke's words seem even more chilling.

Grade 9

(POINT) Both La Belle Dame sans Merci and My Last Duchess explore the destructive nature of imbalanced relationships, though Keats focuses on emotional devastation while Browning emphasises power and control.

(EVIDENCE & ANALYSIS – KEATS) In La Belle Dame sans Merci, the knight describes how the lady's allure has left him "alone and palely loitering," a state echoed in the haunting vision of "pale kings and princes too." Keats uses repetition of "pale" to emphasise the universal devastation caused by the lady's enchantment, reducing once-great men to powerless shadows. The imagery of deathly pallor reflects the emotional and physical toll of an unbalanced, illusory relationship. **(LINK & EVIDENCE/ANALYSIS – BROWNING)**

Similarly, in My Last Duchess, the Duke's possessiveness culminates in his wife's death, revealed through his chilling remark, "I gave commands; / Then all smiles stopped." Browning's use of detached, matter-of-fact language underscores the Duke's dominance and lack of remorse, suggesting that his desire for control stripped his wife of agency, ultimately leading to her destruction. The enjambment mirrors the Duke's calm yet sinister tone, highlighting the imbalance of power in their relationship.

(COMPARATIVE SUMMARY) While Keats portrays emotional vulnerability and loss in the face of enchantment, Browning critiques the dehumanising effects of possessiveness, presenting two distinct but equally destructive aspects of unbalanced relationships.

How to Write a Poetry Comparison Essay

After you've studied the poems and understood them well, you can start practicing PEE paragraphs and comparative paragraphs. When you're confident with those, have a go at a full poetry question! Here's a guide for how to answer the question.

Sample Question

Re-read Blessing. Compare the ways the writers present the story of an event in Blessing and one other poem from the anthology. You should make reference to language, form and structure. Support your answer with examples from the poems.
(Jan 2023)

Step 1: Understand the Question

The question asks you to compare how relationships are presented in "**La Belle Dame sans Merci**" by John Keats and one other poem from your anthology. You'll need to analyse **language, form, and structure** in both poems and support your points with examples.

Step 2: Choose a Comparative Poem

Pick a poem from the anthology that explores relationships. A good choice might be "**Sonnet 116**" by William Shakespeare (about idealised love) or "**My Last Duchess**" by Robert Browning (about power and control in relationships). For this example, let's use "**My Last Duchess**".

Step 3: Plan Your Comparative Points

Organise your response around three key points of comparison. Each paragraph will focus on one aspect of relationships (e.g., power dynamics, emotional connection, consequences of love) while analysing both poems.

Step 4: Write the Introduction

Briefly introduce both poems and their themes:

- "**La Belle Dame sans Merci**" presents a mysterious and destructive love, emphasising enchantment and abandonment.
- "**My Last Duchess**" explores control and possessiveness within a relationship, revealing imbalance and manipulation.

State that you'll compare how these themes are presented through **language, form, and structure**.

Step 5: Body Paragraphs

Write three comparative paragraphs, each focusing on a specific aspect of the relationships. Here's how...

Paragraph 1: Power Dynamics in Relationships

1. **La Belle Dame sans Merci**:

- The knight is powerless, enchanted by the femme fatale figure of the "beautiful lady without mercy."
- Use language examples: "She took me to her elfin grot," where the verb "took" suggests her dominance.
- The knight is left abandoned, emphasising his vulnerability: "Alone and palely loitering."

2. **My Last Duchess**:

- The Duke exerts control, treating his late wife as an object: "That's my last Duchess painted on the wall."
- Use structure examples: The Duke's monologue reflects his control over the narrative and his wife's legacy.

3. Comparison:

- Both poems highlight imbalance in relationships, but while Keats focuses on the knight's emotional powerlessness, Browning emphasises physical and social dominance.



Paragraph 2: Emotional Connection or Lack of Connection

1. La Belle Dame sans Merci:

- The knight's connection to the lady is one-sided and based on illusion. The "faery's song" and "wild eyes" suggest mystery and otherworldliness rather than genuine affection.
- Imagery of dream-like enchantment ("honey wild, and manna-dew") suggests a fleeting, artificial connection.

2. My Last Duchess:

- The Duke lacks emotional connection, focusing on his wife's behaviour and how it reflects on him: "She had a heart...too soon made glad."
- He values appearances and control over intimacy.

3. Comparison:

- Both poems reveal superficial connections in relationships, but Keats romanticises the knight's enchantment, while Browning critiques the Duke's egotism.

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Paragraph 3: Consequences of Love

1. La Belle Dame sans Merci:

The knight suffers emotional devastation, symbolised by the haunting imagery of "the pale kings and princes" who share his fate.

- The cyclical structure reflects his entrapment, with the poem starting and ending in the same desolate setting.

2. My Last Duchess:

- The Duke's possessiveness leads to his wife's demise, hinted at through his cold, detached language: "I gave commands; then all smiles stopped."
- The enjambment mirrors his calm yet chilling tone, contrasting with the violence implied.

3. Comparison:

- In both poems, love leads to suffering, but the knight experiences heartbreak, while the Duke inflicts it.

Step 6: Write the Conclusion

Summarise your findings:

- Both poems explore relationships where one party holds power over the other, leading to suffering or imbalance.
- Keats uses a dream-like, lyrical tone to romanticise the destructive aspects of love, while Browning employs dramatic monologue to critique control and possessiveness.

Step 7: Refine Your Argument

Make sure your essay flows logically, using comparative phrases like:

- Similarly...
- In contrast...
- While Keats focuses on..., Browning emphasises...
- Both
- Whereas
- On the one hand... on the other

Over time, work on making your writing formal and academic by getting rid of simple and conversational phrases and replacing them with more serious or essay-friendly ones. Here are some suggestions for replacements:

- How.... is should just be avoided by different structuring
- E.g. this shows how powerful the Duke is > this shows the Duke's power
- Shows can be replaced by 'indicates' or 'suggests'
- A lot of can be replaced by 'numerous'
- Things can be replaced by 'elements' or 'factors'
- I think can be replaced by 'it can be argued that'

Unsure about something in this guide?

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IGCSE Edexcel English Literature Poetry Anthology questions

| June 2019 | June 2019 (R paper) | January 2020 | January 2020 (R paper) | November 2020 (titled June 2020) |
|---|--|---|--|---|
| Compare the ways the writers present concerns about society in 'Prayer Before Birth' and 'Half-caste' | Compare the ways the writers present memories in 'Search For My Tongue' and 'Poem at Thirty-nine' | Compare the ways the writers present people giving advice to others in 'If –' and 'Do not go gentle into that good night' | Compare how the writers present childhood in 'Halfpast Two' and 'Hide and Seek' | Compare how the writers present isolation in 'Hide and Seek' and 'War Photographer' |
| OR | OR | OR | OR | OR |
| Compare how the writers present a moment in time in 'Blessing' and one other poem from the anthology | Compare how the writers convey personal thoughts in 'Sonnet 116' and one other poem from the anthology | Compare how the writers present sadness in 'Remember' and one other poem from the anthology | Compare the ways the writers present a woman in 'La Belle Dame sans Merci' and one other poem from the anthology | Compare the ways the writers present recollections of the past in 'Piano' and one other poem from the anthology |

Paragraph structure - PETACETAL

- **Point** (comparing the two poems on a theme)
- **Evidence** – use a quote to support your point (first poem)
- **Technique** – identify language, form, or structure of first poem
- **Analysis** – analyse language, form, or structure mentioned above and how this adds to the meaning of the quote, linking to your point
- **Comparative point/signposting** – explain how SECOND poem is similar or different to the first poem, referencing the point you have made above
- **Evidence** – use a quote to support your point (second poem)
- **Technique** – identify language, form, or structure of second poem
- **Analysis** – analyse language, form, or structure mentioned above and how this adds to the meaning of the quote, linking to your point
- **Link** – explain how both poems link, and reiterate the differences, if any.

This is an alternative way of structuring your paragraphs - use whichever you prefer!

Compare how the poets present the theme of ‘childhood’ in ‘Half-past Two’ and ‘Piano’.

Point: In ‘Half-past Two’, childhood is presented as painful and the child attempts to escape it whereas in ‘Piano’, the memories from childhood create a calm and nostalgic environment. **Evidence:** In Half-past Two, the child “escaped into the clockless world forever”. **Technique:** This metaphor **Analysis:** suggests that the child is attempting to escape reality by avoiding adhering to time, as he usually only knows the time by the actions happening – for example, “timetogohomenowtime”. **Comparative point/signposting:** However, in ‘Piano’, childhood is presented as peaceful and nostalgic. **Evidence:** Lawrence highlights that the individual embraces “the flood of remembrance” when it comes to his childhood memories. **Technique:** This metaphor **Analysis:** illustrates the strong rush of emotion (nostalgia) regarding his childhood, and his acceptance of the reality of it. **Link:** Therefore, although both childhoods create memories, in Half-past Two the child attempts to escape them due to the harsh reality, whereas in ‘Piano’, the individual embraces the warmth of nostalgia.

| Themes | Poems |
|---------------------------------|--|
| Love (romantic) | Remember/Sonnet 116/La Belle (unrequited love) |
| Love (parental) | Piano/Prayer Before Birth/Poem at Thirty-Nine/Do Not Go Gentle |
| Love (cruel/painful/possessive) | La Belle Dame/Last Duchess/Sonnet 116 |
| Parental relationship | Poem at Thirty-Nine/If/Do Not Go Gentle/Piano |
| Sorrow | Piano/Do Not Go Gentle/Remember |
| Nostalgia | Piano/Half Past Two/Hide and Seek/Poem at Thirty-Nine |
| Growing up | Hide and Seek/Half-Two/Poem at Thirty-Nine |
| Death | Do Not Go Gentle/Piano |
| Natural world | Tyger/Blessing/War Photographer/Prayer Before Birth |
| Pain | War Photographer/ |
| Identity | Search For My Tongue/Half-Caste/War Photographer/Blessing/If |
| Women | La Belle Dame/Last Duchess/Remember/Piano/Sonnet 116 |
| Innocence | |
| Experience | |
| Despair | |
| Religion | |
| Empowerment | |
| Stereotypes | |

Add your
own ideas
for
these
additional
themes!



The amount of time you spend revising the poems depends on how confident you are after studying them the first time round. The more detailed notes you've taken already, the quicker it will be to revise. Here are different tips and approaches to revision:

- Aim to have completed **at least 3 full essay questions** before taking the exam, ideally 2 of those in timed conditions. If you're aiming for Grades 8-9, you should increase this to around 5 practice essay questions, 3 in timed conditions.
- Revise the poems in detail - the more detail and depth you have in your notes, the better your chance of getting a high grade.

- Read example answers and ideally receive feedback on your own essays, in order to get a better idea of how to improve.
- Find revision methods that work for you:
 - **Sticky notes**
 - **Flashcards**
 - **Mind maps (especially good for themes or quotes)**
 - **Video lessons**
 - **The Feynman Technique (try teaching the poem to a friend)**
 - **Colour coding and highlighting previous notes**
 - **Drawing storyboards**
 - **Poetry recitals**
 - **Group discussions**
 - **Plain old reading and taking notes**

IGCSE Anthology Poetry 10-Hour Revision Plan

| Activity | Time | Description & Examples |
|--------------------------------------|---------|--|
| Poetic Devices Revision | 30 mins | <p>Create a revision sheet for key poetic techniques (e.g., metaphor, enjambment, caesura, tone, imagery, structure). Use examples from your studied poems:</p> <ul style="list-style-type: none">• <i>Enjambment</i> in <i>War Photographer</i> → "he stares impassively at where / he earns his living" creates a flowing, relentless tone.• <i>Metaphor</i> in <i>Piano</i> → "the heart of me weeps" conveys deep nostalgia. |
| Flashcards & Self-Testing | 20 mins | <p>Make flashcards with poetic devices on one side and definitions/examples on the other. Quiz yourself or get a friend to test you.</p> <p>Example:</p> <ul style="list-style-type: none">• Front: "What poetic device is used in 'burning bright' in <i>The Tyger</i>?"• Back: "Alliteration & imagery – creates intensity and fascination with the tiger's power." |

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| Thematic Mind Maps | 1 hour | <p>Group poems by themes and create a comparison table. Write key points, comparisons, and key quotes.</p> <p>Example Theme: Memory + Ageing</p> <ul style="list-style-type: none"> • <i>Poem at Thirty-Nine</i> (loss & nostalgia) vs. <i>Half-past Two</i> (child's perspective of time) • <i>Piano</i> (longing for the past) vs. <i>Hide and Seek</i> (loss of innocence) <p>- Which poems present childhood positively/negatively?</p> <p>- How does structure reflect memory (e.g. fragmented structure in <i>Poem at Thirty-Nine</i>)?</p> |
| Poem Annotation (Deep-Dive) | 2 hours | <p>Choose 4-6 challenging poems and annotate them in-depth. You will want to revise them as you go by either watching video lessons or reading revision guides. Identify language, structure, tone, and themes.</p> <p>Example: My Last Duchess</p> <ul style="list-style-type: none"> • Speaker & Voice: The Duke speaks in a dramatic monologue, revealing arrogance and control. • Power & Control: "I gave commands; then all smiles stopped together" (implies he ordered her death). |

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| | | <ul style="list-style-type: none"> • Structure: One long stanza → the Duke's unbroken speech reflects dominance. <p>Extra Time Tasks:</p> <ul style="list-style-type: none"> - Compare with another poem (e.g., <i>War Photographer</i> for different views on power). - Write a short paragraph on how structure affects meaning. |
| Comparing Two Poems | 40 mins | <p>Choose two poems with a common theme and make a comparison table.</p> <p>Example: Conflict & Power</p> <ul style="list-style-type: none"> • <i>War Photographer</i> vs. <i>My Last Duchess</i> • Similarities: Both explore power and its consequences. • Differences: <i>War Photographer</i> criticises passive viewers of war, <i>My Last Duchess</i> is about personal tyranny. |

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| Essay Planning | 1 hour (20 mins per plan) | <p>Choose 3 past paper questions and write bullet-point plans for each.</p> <p>Example Question: Compare how poets present the theme of identity in <i>Search for My Tongue</i> and <i>Half-Caste</i>.</p> <p>Plan:</p> <ul style="list-style-type: none"> ● Intro: Both poems explore identity struggles and cultural heritage. ● P1: <i>Search for My Tongue</i> – metaphor of a “tongue” as language and identity; equally, <i>Half-Caste</i> uses metaphorical language to expose the way in which we only culturally accept half of a person’s story if they are from a mixed heritage. ● P2: <i>SFMT</i> - creates a serious point about dislocation, whereas <i>Half-Caste</i> – uses humour and irony to challenge perceptions of mixed identity ● P3: Structure: <i>SFMT</i> has two languages, reflecting split identity, whereas <i>Half-Caste</i> has a playfully disruptive structure. |
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| Timed Essay Writing | 1 hour | <p>Write a full essay under timed conditions (40 mins planning + writing, 5 mins checking) and spend 15 mins reviewing. Use the mark scheme to estimate your grade. Write a short listed evaluation of things that went well, and what could have gone better.</p> |
| Reviewing Model Answers | 45 mins | <p>Read & analyse two high-scoring answers. Highlight key features:</p> <ul style="list-style-type: none"> ● Strong introductions with clear thesis statements. ● Well-embedded quotes & analysis. ● Effective comparison structure (e.g., point-by-point rather than separate paragraphs per poem). <p>Self-assessment: If you have time, compare your own essays and identify areas for improvement.</p> |
| Mini Essay Drills | 30 mins | <p>Write short analytical paragraphs (5-7 minutes each) to practice essay writing skills. Example tasks:</p> <ul style="list-style-type: none"> ● How does Shakespeare use language in <i>Sonnet 116</i> to express love? ● How does <i>Do Not Go Gentle Into That Good Night</i> use structure to create urgency? |

| | | |
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| | | <ul style="list-style-type: none"> What is the effect of imagery in <i>La Belle Dame sans Merci</i>? <p>Extension: Read back over your answers and figure out what went well, and what could have gone better.</p> |
| Quote Recall Challenge | 20 mins | <p>Write down the names of all poems and try to recall at least 3 key quotes for each. Example:</p> <ul style="list-style-type: none"> <i>Blessing</i>: "The skin cracks like a pod" (simile – dryness, suffering). <i>War Photographer</i>: "A hundred agonies in black and white" (metaphor – suffering captured in photos). <i>Do Not Go Gentle....</i>: "Rage, rage against the dying of the light" (repetition – defiance against death). |
| Quick Fire Comparisons | 30 mins | <p>Randomly pick two poems and write a paragraph comparing them in under 10 minutes. Repeat 3 times. Example:</p> <ul style="list-style-type: none"> <i>Sonnet 116</i> vs. <i>Poem at Thirty-Nine</i> (love in different forms – romantic vs. familial). <i>The Tyger</i> vs. <i>War Photographer</i> (themes of awe vs. horror). |

| | | |
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| Self-Teaching Exercise | 20 mins | <p>Teach a poem to a friend, family member, or even to yourself!</p> <ul style="list-style-type: none"> Explain: Themes, structure, key quotes, and effects of techniques. If they understand clearly, you know the poem well! If you don't have anyone to teach to, record a 20 minute lesson and play it back to yourself! |
| Exam Strategy & Timing Practice | 45 mins | <p>Practice skimming and annotating unseen poetry (5-10 mins per poem).</p> <ul style="list-style-type: none"> Learn to identify key themes & techniques quickly. Plan essay responses in under 10 minutes. |
| Confidence Check-In | 20 mins | <p>Write down:</p> <ul style="list-style-type: none"> 3 poems you feel most confident in and 3 that need more revision. Make a final action plan to fill knowledge gaps. <p>Extension: The process of essay planning, writing and feedback needs to be repeated as much as possible. If you have more time, make sure you've repeated this type of task as often as you can between now and the exam.</p> |