

*How far will you
go?*

English Literature

Paper 2 - Modern texts and poetry

2 hours 15 minutes

Revision Guide

This guide gives you:

- Examples of questions and answers
- Mark-schemes and tips
- Suggested timings
- Questions for you to have a go at yourself

English Literature

Paper 2 - Modern texts and poetry

Contents

Section A (*An Inspector Calls*).....Pages 3 to 10

Section B (Anthology Poetry).....Pages 11 – 21

Section C (Unseen Poetry Parts 1 and 2).....Pages 22 – 33

Appendix.....Pages 34 - 41

Section A

Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

Answer ONE question on *An Inspector Calls* ONLY, as this is what you have studied! (Don't answer on a text you have not read and don't answer two *An Inspector Calls* questions).

Sample Questions:

1. How and why does Sheila change in *An Inspector Calls*?

Write about:

- how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.

[30 marks]
AO4 [4 marks]

OR

2. How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- the ideas about responsibility in *An Inspector Calls*
- how Priestley presents these ideas by the ways he writes.

[30 marks]
AO4 [4 marks]

You are being tested on:

A01	Read, understand and respond to texts. Students should be able to: <input type="checkbox"/> maintain a critical style and develop an informed personal response <input type="checkbox"/> use textual references, including quotations, to support and illustrate interpretations.
A02	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
A03	Show understanding of the relationships between texts and the contexts in which they were written.
A04	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Model Answer:

Sheila begins the play a young lady who is "very pleased with life" having just got engaged to the wealthy and respected Gerald Croft. Her mood dramatically alters when the Inspector arrives. Unlike her parents, she recognises her guilt in the Eva Smith case and is responsive to the Inspector's socialist message.

At the beginning of the play, the stage directions explain how Sheila must look "admiringly" at her wedding ring. She could appear a rather frivolous young woman delighted by jewellery and just about to begin the role a woman of her class would be expected to fulfil: that of a wife. When the Inspector arrives, Sheila is distressed by the thought of Eva Smith's death and is horrified by her father's treatment of her: "But these girls aren't cheap labour, they're people." The italics suggest how she must emphasise this noun, as it is key to the Inspector's socialist message that we are all the same. She is devastated when she learns of her role in Eva's tragedy, realising the consequences of her petty reaction to feeling jealous of how Eva wore the dress she was not right for. From this point in the play, she seems to entirely understand the Inspector's role and his power: "Why - you fool - he knows." She is increasingly perceptive, warning her mother too not to "build a wall" between herself and the Inspector. Dramatic irony is created as the audience understands how right Sheila is in predicting the Inspector will break down such walls.

When the Birlings believe they have been hoaxed, it is Sheila who states: "You began to learn something and now you've stopped." She refuses to be the same person she was at the beginning. She has understood the inspector's socialist message. The Inspector is a mouthpiece for Priestley's own political views and through Sheila, he demonstrates his belief that people can change. Priestley - as a socialist involved in the creation of the Labour Party writing in 1945 - suggests it is up to the young to ensure

This introduction clearly and briefly states the argument which the essay will explore about the question's focus: Sheila.

This student has remembered quotations.

Relevant context/social history is included.

Language features in the quotations are analysed and the effect on the audience is explained.

This response continues to focus on the question: how has Sheila changed?

The historical context is discussed and this is linked to the writer's purpose in writing the play and how his characters are used for this purpose. This student understands that these characters have been created to help Priestley make a political point.

that the huge progress made since the play was set in 1912 must not be lost.

Mark-Scheme:

<p>A01</p>	<p>Critical, exploratory, conceptualised response to task and whole text</p> <ul style="list-style-type: none"> • Judicious use of precise references to support interpretation(s) <p>THIS MEANS: <i>you explore different aspects of the question with a range of well-chosen quotes. You have a good introduction which states your overall view which you then go on to explore</i></p>
<p>A02</p>	<p>Analysis of writer’s methods with subject terminology used judiciously</p> <ul style="list-style-type: none"> • Exploration of effects of writer’s methods on reader
<p>A03</p>	<p>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</p> <p>THIS MEANS: <i>you show excellent knowledge of the background to the play and use this information carefully to help inform your ideas on the novel.</i></p>

A04: Spelling, Punctuation and Grammar

<p>4 Marks</p>	<p>In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
<p>2 to 3 Marks</p>	<p>In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>
<p>1 Mark</p>	<p>In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.</p>

Section A Top Tips:

- Spend about 45 minutes on this section
- Only answer on *An Inspector Calls*. Every year a student writes on a text they have not studied: don't let that be you!
- Only answer ONE of the two questions
- Highlight key words in the question to ensure you have read it properly
- Plan!
- Write a brief introduction where you summarise your overall argument
- Include quotations you have learned
- Use quotations from the extract and also ones you have learned
- Pick out key language features such as techniques (like similes) or key word types (such as verbs and adjectives) and say the effect these have on the reader or dramatic techniques such as dramatic irony
- Include relevant context (historical and literary) which helps you answer the question. Context should help explain why the writer has written the text in a certain way
- Remember it is a PLAY. Do not call it a novel. Discuss the audience, rather than the reader
- The best answers understand that characters are "constructs": not real but created for a purpose. Think what these characters represent and why Priestley has created them.

Section B

Poetry

Answer **one** question from this section.

You have studied Power and Conflict poems, so answer on poems you have studied!

Power and conflict

The poems you have studied are:

Percy Bysshe Shelley
William Blake
William Wordsworth
Robert Browning
Alfred Lord Tennyson

Wilfred Owen
Seamus Heaney
Ted Hughes
Simon Armitage
Jane Weir
Carol Ann Duffy
Imtiaz Dharker
Carol Rumens
Beatrice Garland
John Agard

Ozymandias
London
The Prelude: stealing the boat
My Last Duchess
The Charge of the Light Brigade
Exposure
Storm on the Island
Bayonet Charge
Remains
Poppies
War Photographer
Tissue
The émigrée
Kamikaze
Checking Out Me History

You are being tested on:

A01	Read, understand and respond to texts. Students should be able to: <input type="checkbox"/> maintain a critical style and develop an informed personal response <input type="checkbox"/> use textual references, including quotations, to support and illustrate interpretations.
A02	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
A03	Show understanding of the relationships between texts and the contexts in which they were written.

Section B Sample Question

Compare the ways poets present ideas about power in 'Ozymandias' and in **one** other poem from 'Power and conflict'.

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Percy Bysshe Shelley

Mark Scheme:

A01	<p>Critical, exploratory, conceptualised response to task and whole text</p> <ul style="list-style-type: none">• Judicious use of precise references to support interpretation(s) <p><i>THIS MEANS: you explore different aspects of the question with a range of well-chosen quotes. You have a good introduction which states your overall view which you then go on to explore</i></p>
A02	<p>Analysis of writer's methods with subject terminology used judiciously</p> <ul style="list-style-type: none">• Exploration of effects of writer's methods on reader
A03	<p>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</p>

Model Answer:

Both "Ozymandias" by and "My Last Duchess" present powerful and dangerous men, however, whereas in Shelley's sonnet the speaker tells of a once-powerful king who is long dead and his legacy forgotten, "Duchess" is a dramatic monologue in which the Duke boasts about his ongoing wealth and power over life and death.

In "Ozymandias" the ancient statue has a plinth which reads: "My name is Ozymandias, king of kings: Look on my works, ye mighty, and despair!" The imperative sentence suggests his power and the repetition of King in "King of Kings" suggests he is the most powerful of leaders. The metaphor and alliteration "cold command" emphasises his cruelty. His instruction to "despair!" suggests a King who abused his power. This is similar to the Duke in "Duchess" who subtly boasts of his power over life and death: "This grew; I gave commands; Then all smiles stopped together" suggesting he had his mistress killed.

However, in "Ozymandias" the King is long-dead. Shelley has chosen for the speaker of the poem to have heard about the King second hand, suggesting how little known the King's name now is. The "shattered visage" and "trunkless legs" become a symbol of how insignificant this once powerful figure has become to the region he ruled. Similarly, the speaker in "Duchess" is not as powerful as he would like to be. He tells of how he became paranoid that he no longer commanded the respect of his wife: "She thanked men—good! but thanked Somehow—I know not how—" The dashes suggest his hesitation: he finds it

This student has chosen a good poem to compare with Ozymandias and straight away begins to compare.

This pupil has summarised the similarities and differences between the two poems straight away. They have also demonstrated a good overall knowledge of the poems' forms and themes.

Quotations are used from BOTH poems, so this student knows their anthology well.

Language techniques are identified accurately and the effect on the reader is analysed.

The student continues to compare the poems.

hard to say his belief that his wife cheated on him, because this would be “stooping” and he chooses “never to stoop.” He is a proud, arrogant and dangerous but someone who, like the King in Shelley’s poem, has to rule by violence and fear.

“Ozymandias” ends with the “lone and level sands stretch far away” suggesting how the King’s legacy has become buried and forgotten by power, whereas in “Duchess” the Duke is about to remarry. We fear for his new wife as the Duke still exerts his power and life and death.

Overall this response discusses the similarities and differences between the two poems and focuses on power as the question asks. Quotations are used and language features are correctly identified and analysed.

Section B Top Tips:

- Spend 45 minutes on this question
- Highlight the key words in the question
- Plan!
- Re-read the poem they have asked you to write on and consider one other poem you want to compare it to carefully
- Make sure you answer the question. Don’t just talk about the poems: respond to the task set
- Use quotations from the poem they have chosen and try to remember quotations from your chosen comparison poem
- Identify language features in the poems accurately and explain the effect on the reader
- Refer to the “speaker” of the poem (don’t assume the poet is writing as themselves)
- Compare: use connectives to draw similarities and differences between the poems

Linking words and phrases to indicate differences	Linking words and phrases to indicate similarities
Whereas	Similar to/similarly
Unlike	Like
But	As with the
However	Both
On the other hand	This compares to
This contrasts with/in contrast to	In common with

Your Turn

Compare the ways poets present ideas about a soldier's duty in "Bayonet Charge" and one other poem.

'Bayonet Charge'

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

In bewilderment then he almost stopped –
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

Ted Hughes

Section C - Unseen poetry

Example Questions

Answer **both** questions in this section.

To a Daughter Leaving Home

When I taught you
at eight to ride
a bicycle, loping along
beside you as you
wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud of your crash
as I sprinted to catch up,
while you grew smaller,
more breakable with distance,
pumping, pumping for your life,
screaming with laughter,
the hair flapping behind you
like a handkerchief
waving goodbye.

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter?

[24 marks]

Poem for My Sister

My little sister likes to try my shoes,
to strut in them,
admire her spindle-thin twelve-year-old legs
in this season's styles.
She says they fit her perfectly,
but wobbles
on their high heels, they're
hard to balance.

I like to watch my little sister playing hopscotch,
admire the neat hops-and-skips of her,
their quick peck,
never-missing their mark, not
over-stepping the line.
She is competent at peeveer*.

I try to warn my little sister
about unsuitable shoes,
point out my own distorted feet, the callouses,
odd patches of hard skin.
I should not like to see her
in my shoes.
I wish she could stay sure footed,
sensibly shod.

**peeveer – another name for the game of hopscotch*

In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings?

[8 marks]

Part 1 - You are being tested on:

A01	<p>Critical, exploratory, conceptualised response to task and whole text 9</p> <ul style="list-style-type: none">• Judicious use of precise references to support interpretation(s) <p><i>THIS MEANS: you explore different aspects of the question with a range of well-chosen quotes. You have a good introduction which states your overall view which you then go on to explore</i></p>
A02	<p>Analysis of writer's methods with subject terminology used judiciously</p> <ul style="list-style-type: none">• Exploration of effects of writer's methods on reader

Model Answer – Part 1

The speaker begins with a feeling of control over her daughter: "I taught you". The verb "taught" contrasts with the verb "wobbled" which suggests how her daughter struggled at first and needed her mother's support. However, her daughter soon gets the hang of cycling and no longer needs help. Onomatopoeia "thud" and "crash" suggests the fears the mother has that she will soon hear her child come to harm. As her daughter gets further away from her she worries how vulnerable she is as she becomes: "smaller, more breakable with distance"; however, the repetition of "pumping, pumping for your life" indicates that the daughter is keen to leave the protection of her mum. "For your life" suggests not only how hard she is cycling, but also that she is becoming independent: it is becoming her life now, not her mum's to control. The poem ends with a simile "the hair...like a handkerchief waving goodbye" suggesting the mother finally realises that this is a key moment in her daughter finding some independence and she will have to get used to being needed less by her.

This pupil's uses quotations from the poem and identifies language methods correctly. The effect on the reader is explained.

This student focuses on the mother's feelings about her daughter, which is the focus of the question.

This student continues to use a range of quotations from the poem and analyses them.

Part 1 - Mark-Scheme:

A01	Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s) <i>THIS MEANS: you explore different aspects of the question with a range of well-chosen quotes. You have a good introduction which states your overall view which you then go on to explore</i>
A02	Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader

Section C (Part 1) Top-Tips

- Spend about 35 minutes on this section
- Read the question carefully and highlight the key words
- Read the poem carefully and make sure you understand what it is about (don't go looking for techniques without first having really understood the poem)
- Use quotations
- Identify the poet's techniques accurately
- Explain the effect on the reader of these techniques

Part 2 - You are tested on:

A02	Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
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Model Answer – Part 2

Both poets use the verb “wobbles” early in their poems: one about her daughter cycling, the other about her sister walking in high-heels. These suggest how both speakers see a child who has not yet mastered what they are trying to do. Despite this, both children are not deterred. One continues to “strut” in the high heels while the other is “pumping” the peddles. These verbs suggest a determination to succeed.

The poets present the speakers as having worries for a child's safety and both present the child as vulnerable: “I kept waiting for the crash” in “Daughter” and the metaphor of her sister as having “spindle-thin” legs in “Sister”.

Both poems end with a sense of helplessness: they cannot protect the child they care about and must let them be independent. “Daughter” ends with the simile “like a handkerchief waving goodbye” while “Sister” ends with “I wish she could stay sure footed”: a metaphor for her not taking unnecessary risks in life.

This student understands that they are being tested on how they analyse the language of both poems. They identify similar techniques used in both poems and use quotations.

This student continues to compare, use quotations and analyse the effect of language.

By discussing how the poems end, the pupil is addressing the structure of the poems.

Overall, this answer deals with both poems, identifies language methods and the effect on the reader.

Mark Scheme

- Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously
- Convincing comparison of effects of writers' methods on reader

Top Tips for Section C Part 2

- Spend just over 10 minutes on this question
- Try to find time to do this question at the end of the exam, but remember there are 8 marks only, so spend longer on Part 1
- The question says compare, so write about both poems
- Use quotes from both poems
- You should try to discuss some of all of the following:
 - **Language techniques** used in both poems (similes, metaphors...verbs, adjectives)
 - **Structure:** how the poems begin, develop and end (look at verse structure and key turning points in the poem)
 - **Form:** the type of poem it is and why the poet might have chosen this type of poem (e.g. dramatic monologue, sonnet etc)

Linking words and phrases to indicate differences

Whereas

Unlike

But

However

On the other hand

This contrasts with/in contrast to

Linking words and phrases to indicate similarities

Similar to/similarly

Like

As with the

Both

This compares to

In common with

Your Turn:

A Marriage

You are holding up a ceiling
with both arms. It is very heavy,
but you must hold it up, or else
it will fall down on you. Your arms
are tired, terribly tired,
and, as the day goes on, it feels
as if either your arms or the ceiling
will soon collapse.

But then,
unexpectedly,
something wonderful happens:
Someone,
a man or a woman,
walks into the room
and holds their arms up
to the ceiling beside you.

So you finally get
to take down your arms.
You feel the relief of respite,
the blood flowing back
to your fingers and arms.
And when your partner's arms tire,
you hold up your own
to relieve him again.

And it can go on like this
for many years
without the house falling.

By Michael Blumenthal

In this poem, how does the poet present marriage?

[24 marks]

A Good Marriage

A good marriage is made of equal respect
And the ability to communicate
You have to be able to talk to each other
You have to be able to relate

You have to show each other every day
How much in love you are
It takes two people to make it work
Together, not from afar

Some say you don't have to work on a marriage
Marriages work out on their own
Those are the people who live in denial
And usually end up alone

And don't forget we all have our faults
stay strong and feed off each others strength
Worry about being happy in your marriage
And less about it's length

By Dianne Nally

In both 'A Marriage' and 'A Good Marriage' the speakers describe feelings about marriage. What are the similarities and/or differences between the ways the poets present those feelings?

[8 marks]

Appendix

Key Literary Terminology

Alliteration

Alliteration is a literary device where words are used in quick succession and begin with letters belonging to the same sound group.

Example:

“The Wicked Witch of the West went her own.”

Assonance

Assonance refers to repetition of sounds produced by vowels (a, e, i, o, u)

Example:

“We light the fire.” (The “i” vowel sound is found in both “light” and “fire.”)

Caesura

The purpose of using a caesura is to create a pause, which has a strong impact.

Example:

“Mozart- oh how your music makes me soar!”

Chiasmus

Chiasmus is a figure of speech containing two phrases that are parallel but inverted to each other.

Example:

“You can take the patriot out of the country but you cannot take the country out of the patriot.”

Euphemism

A euphemism is a polite or delicate way of saying something which may be considered rude, offensive or socially awkward. This device is used when writing about matters such as sex, violence, death, crimes and things "embarrassing".

Example:

Using "to put out to pasture" when one implies retiring a person because they are too old to be effective.

Flashback

Flashback is a literary device wherein the author depicts events to the reader, which have taken place before the present time the narration is following, or events that have happened before the events that are currently unfolding in the story. Example:

"Back in the day when Sarah was a young girl..."

Foreshadowing

The reader is given a hint of something that is going to happen without revealing the story or spoiling the suspense. Foreshadowing is used to suggest an upcoming outcome to the story. Example:

"He had no idea of the disastrous chain of events to follow". In this sentence, while the protagonist is clueless of further developments, the reader learns that something disastrous and problematic is about to happen to/for him.

Hyperbole

The writer exaggerates and overemphasizes something for more noticeable effect. Example:

"I am so tired I cannot walk another inch" or "I'm so sleepy I might fall asleep standing here".

Imagery

The author creates "mental images" for the reader. Imagery helps the reader to visualize more realistically the author's writings. Example:

"The gushing brook stole its way down the lush green mountains, dotted with tiny flowers in a riot of colors and trees coming alive with gaily chirping birds."

Internal Rhyme

An internal rhyme is also known as the middle rhyme because it is typically constructed in the middle of a line to rhyme with the bit at the end of the same line.

Example:

The line from the famed poem Ancient Mariner, "We were the first that ever burst".

Irony

The use of irony in literature refers to playing around with words such that the meaning implied by a sentence or word is actually different from the literal meaning. Often irony is used to suggest the stark contrast of the literal meaning being put forth. Example:

Writing a sentence such as, "Oh! What fine luck I have!". The sentence on the surface conveys that the speaker is happy with their luck but actually what they mean is that they are extremely unhappy and dissatisfied with their (bad) luck.

Juxtaposition

When two ideas are placed side by side so a comparison can be made.

Example:

"The rich drove their carriages past the poor on the street."

Metaphor

A comparison where one thing is said to actually be another Example:

"Henry was a lion on the battlefield". This sentence suggests that Henry fought so valiantly and bravely that he embodied all the personality traits we attribute to the ferocious animal. This sentence implies immediately that Henry was courageous and fearless, much like the King of the Jungle.

Onomatopoeia

The term 'onomatopoeia' refers to words whose very sound is very close to the sound they are meant to depict.

Example:

Words such as grunt, huff, buzz and snap are words whose pronunciation sounds very similar to the actual sounds these words represent. In literature such words are useful in creating a stronger mental image. For instance, sentences such as "the whispering of the forest trees" or "the hum of a thousand bees" or "the click of the door in the nighttime" create vivid mental images.

Oxymoron

Oxymoron is a significant literary device as it allows the author to use contradictory, contrasting concepts placed together in a manner that actually ends up making sense in a strange, and slightly complex manner.

Example:

*"Sometimes we cherish things of **little value**."
"He possessed a **cold fire** in his eyes."*

Pathetic Fallacy

Pathetic fallacy is a type of literary device whereby the author ascribes the human feelings of one or more of his or her characters to nonhuman objects or nature or phenomena. It is a type of personification.

Example:

"The softly whistling teapot informed him it was time for breakfast."

Personification

Personification is one of the most commonly used and recognized literary devices. It refers to the practice of attaching human traits and characteristics with inanimate objects, phenomena and animals.

Example:

*"The raging winds."
"The wise owl."
"The warm and comforting fire."*

Rhyme Scheme

The rhyme scheme is the practice of rhyming words placed at the end of the lines in the prose or poetry.

Example:

“Roses are red (a)

Violets are blue (b)

Beautiful they all may be (c)

But I love you (b)”

The above is an “a-b-c-b” rhyme scheme.

Rhythm & Rhyme

The concept of ‘rhythm and rhyme’ refers to a pattern of rhymes that is created by using words that produce the same, or similar sounds. Rhythm and rhyme together refer to the recurrence of similar sounds in prose and poetry, creating a musical, gentle effect.

Setting

In literature, the word ‘setting’ is used to identify and establish the time, place and mood of the events of the story. It basically helps in establishing where and when and under what circumstances the story is taking place.

Example:

In the first installment of the Harry Potter series, a large part of the book takes place at the protagonist, Harry’s, aunt’s and uncle’s place, living in the “muggle” (non-magical) world with the “muggle” folks, and Harry is unaware of his magical capabilities and blood. This setting establishes the background that Harry has a non-magical childhood with other “muggle” people and has no clue about his special powers or his parents and is raised much like, actually worse than, regular people, till his 11th birthday.

Simile

Definition:

A comparison where one thing is compared to another, using the words *like* or *as...as...* Example:

“He is like a mouse in front of the teacher.”

Stanza :

The term stanza refers to a single, related chunk of lines in poetry, such as a verse.

Example:

*"The greedy paddy cat,
Chased after the mice;
She got so round and fat,
But it tasted so nice"*

Syntax

Syntax in literature refers to the actual way in which words and sentences are placed together in the writing.

Example:

The sentence "The man drives the car" would follow normal syntax in the English language. By changing the syntax to "The car drives the man", the sentence becomes awkward.

Theme:

The theme of any literary work is the base that acts as a foundation for the entire literary piece. It is what the text is "about"

Example:

The main theme in the play Romeo and Juliet was love with smaller themes of sacrifice, tragedy, struggle, hardship, devotion and so on.

Tone

The tone of a literary work is the perspective or attitude that the author adopts with regards to a specific character, place or development. Tone can portray a variety of emotions ranging from solemn, grave, and critical to witty, wry and humorous. Tone helps the reader ascertain the writer's feelings towards a particular topic and this in turn influences the reader's understanding of the story.

Example:

In her Harry Potter series, author J.K. Rowling has taken an extremely positive, inspiring and uplifting tone towards the idea of love and devotion.

Tragedy

In literature, the concept of tragedy refer to a series of unfortunate events by which one or more of the literary characters in the story undergo several misfortunes, which finally culminate into a disaster of 'epic proportions'.

Tragedy is generally built up in 5 stages: a) happy times b) the introduction of a problem c) the problem worsens to a crisis or dilemma d) the characters are unable to prevent the problem from taking over e) the problem results in some catastrophic, grave ending, which is the tragedy culminated.

Example:

In the play Julius Caesar, the lead character is an ambitious, fearless and power hungry king who ignores all the signs and does not heed the advice of the well-meaning: finally being stabbed to death by his own best friend and advisor Brutus. This moment has been immortalized by the phrase "Et tu Brutus?", where Caesar realizes that he has finally been defeated and betrayed.

Symbol

Symbol is using an object or action that means something more than its literal meaning.

Example:

The phrase "a new dawn" does not talk only about the actual beginning of a new day but also signifies a new start, a fresh chance to begin and the end of a previous tiring time.

What to look for in a Poem

This list is in order of sophistication. The further you can go down the list, the better your analysis.

- What happens in the poem? **What's it all about?**
- What **themes** are in the poem (war, love, family...)?
- What is the writer's view on the theme (positive, negative...)?
- What techniques does the writer use?
- What is the effect of the technique (linked to the theme)? e.g. *The metaphor "porcelain" suggests he is delicate after his injuries*
- Give more than one possible explanation of the technique and why it is used. e.g. *"porcelain" is also beautiful. It suggests he remains beautiful to his wife despite his injuries*
- How is the poem structured? (how it begins, develops, ends – AND WHY?)
- What is the tone of the poem? (sad, sarcastic, comic, emotive...)
- What is the form of the poem? (sonnet, dramatic monologue...- see me for help!). Why might they have written it this way? e.g. *sonnets are traditionally about love*