



# Knowledge Organiser for GCSE English

## English Literature Paper 2 – AQA Anthology Poetry

Info	Ozymandias	London	My Last Duchess	The Prelude	Charge of the LB
<p><b>• This paper's full title is:</b></p> <p><i>English Literature Paper 2: Modern Texts and Poetry</i></p> <p><b>• This is the second task on the paper. Students will answer one comparative question on one <i>named</i> poem (printed on the paper) and one <i>other</i> poem from Power and Conflict</b></p>	<p>This poem explores the fate of prominent figures and the empires that they build; they are impermanent, and their legacies fated to decay and oblivion. Ozymandias is an example of such a man and this poem mocks his arrogance as all that remains is a 'colossal wreck.'</p>	<p>London also explores the power of prominent figures through the institutions of church and monarchy. As Blake walks through London he seems to challenge their right to power when the price is the suffering and poverty of the lower classes. Like Shelley, Blake questions whether leaders can be good when their citizens are so neglected.</p>	<p>This dramatic monologue is our third poem about abuse of power. This time a Duke is negotiating for the hand of his new duchess and making his requirements for loyalty clear by implying that he had his last duchess killed because she wasn't grateful enough for the honour of marrying him.</p>	<p>This is part of a much longer poem about Wordsworth's life. In our section he is enjoying the freedom of rowing on a lake under a beautiful sky. The peace is shattered by the emergence of a dark peak that seems to be bearing down on the poet. He is haunted by this image even in his dreams.</p>	<p>The first of our war poems, this one tells about a real event that took place during the Battle of Balaclava. The attack was a mistake made because of an unclear order from Lord Raglan, and a suicidal charge to almost certain death. The poem seeks to explore the nobility and bravery of the men in battle.</p>
	<b>Exposure</b>	<b>Remains</b>	<b>War Photographer</b>	<b>Kamikaze</b>	<b>Bayonet Charge</b>
	<p>Moving on to WWI, this poem by local poet Wilfred Owen, tells us what life was like for him when he and his men became stranded in a trench in the worst winter in living memory. The tragedy of the poem lies in the way these men are slowly being killed by the weather. When dreaming of home, they feel they are no longer welcome and were perhaps only born in order to die.</p>	<p>Also based on real experiences; told to Armitage by soldiers returning from conflict. The speaker suffers from PTSD and tells an unknown listener the story of a looter who he killed. The poem focuses on the way men are expected to behave like machines following orders. The problem is that they are not, and our soldier cannot escape this moment. Like Owen, home is not the place he left before he was ordered to kill.</p>	<p>Like the previous 2 poems, this one deals with the suffering inflicted by war. This time a war photographer who is probably also suffering from PTSD. He struggles with the terrible contrast between the simple rural life of England and the horrors he is forced to revisit as he develops his pictures. To make matters worse, he feels that no-one is interested.</p>	<p>Another poem; another war – this time we are taken to Japan and the story of a Kamikaze pilot who changes his mind and returns home to seek peace and beauty. Such is the power of honour in this society that his daughter, speaking to her children in the poem, explains how returning meant that he was never spoken to or even acknowledged again.</p>	<p>Back to WWI but this time a poem imagining being a soldier in a bayonet charge. Our character makes a very powerful journey in this poem; from the young boy who shed a tear of pride, to the crushing reality of war and paralysing fear. Hughes' father fought in WWI and may have inspired this poem.</p>
	<b>Poppies</b>	<b>The Emigree</b>	<b>Checking Out History</b>	<b>Tissue</b>	<b>Storm on the Island</b>
	<p>Our last war poem now. This time a woman saying goodbye to her son as he goes off to fight. Inspired by reading about the part women played in both world wars, we explore a different form of bravery – that of mothers giving up their sons. We experience her agony even as she puts on a brave face for her boy. At the end, a dove (a symbol of peace) visits her to offer consolation.</p>	<p>Not directly about war, though this poem is about one consequence of conflict. Rumens invites us to think of places of conflict as home. The character in the poem feels alien in their new country and remembers a home now ravaged by war as a place of beauty and freedom. The poem also warns of the inhumanity of treating those seeking asylum as the enemy instead of offering them simple human kindness.</p>	<p>Performance poet Agard sings his poem to us and challenges us to deny the truth in his words. Using a group of real historical figures, he points out the hypocrisy of our written history. At school we learn about great historical figures who are white. For each of them he introduces an equal or better one of colour – to our shame, their names are unfamiliar.</p>	<p>A poem about a yearning for a better world, where physical barriers and powers are replaced by transparency and intimacy, like tissue (paper or skin). This poem is rich with images of how fragile life is and how we place value on things that are without importance.</p>	<p>This poem by Seamus Heaney contains many references to war but is about a very different conflict; between man and nature. Like Prelude, nature is the master here and though there is awe and respect in this poem for the power of the storm, there is also fear. We cannot see a storm, so Heaney reflects on the fact that it is nothing that we fear to show how weak we are in comparison.</p>
	<b>Useful Weblinks for Revision</b>	<b>Key Pictograms</b>			<b>Comparison</b>
<p>Mr Bruff on comparing the poems:  <a href="https://bit.ly/2NzPvnd">https://bit.ly/2NzPvnd</a>  <b>SENECA:</b>  <a href="https://bit.ly/33yQz0f">https://bit.ly/33yQz0f</a>            YouTube Portal with MASSES of material:  <a href="https://bit.ly/2K4UtGs">https://bit.ly/2K4UtGs</a></p>				<ul style="list-style-type: none"> <li>In your introduction, use the wording of the task and give the main difference and similarity between the poems</li> <li>When you COMPARE, you must "ping-pong" from poem to poem - that way you will not forget to write about the second poem</li> </ul>	<ul style="list-style-type: none"> <li>Stanza</li> <li>Rhythm</li> <li>Rhyme</li> <li>Enjambment</li> <li>Caesura</li> <li>Imagery</li> <li>Metaphors</li> <li>Similes</li> <li>Personification etc</li> </ul>
<b>Exam Time</b>	<b>%</b>	<b>Where to get help</b>			
<p>Full exam: 2 hour 15 minutes</p> <p>Poetry Question = 45 mins</p>	<ul style="list-style-type: none"> <li>Full Paper 2 = 96 marks</li> <li>Full Paper 2 = 60% of GCSE</li> <li>Poetry Question = 30 marks</li> <li>Poetry Question = 18% of GCSE</li> </ul>	<p>All resources are at:</p> <ul style="list-style-type: none"> <li>Student Shared Area: <a href="#">LITERATURE PAPER 2 - INSPECTOR + POETRY - PINK</a></li> <li>These include all the teaching packs + past papers + model answers</li> </ul>			