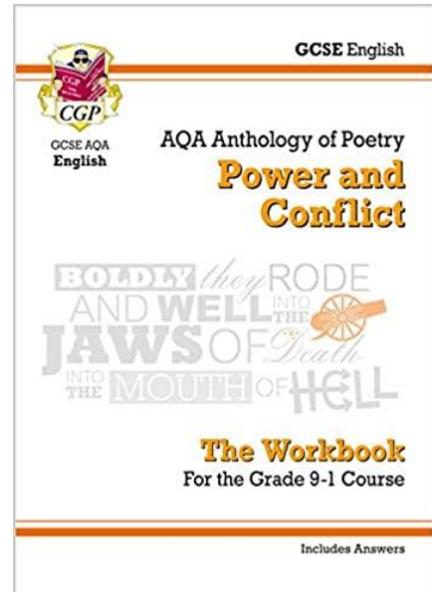
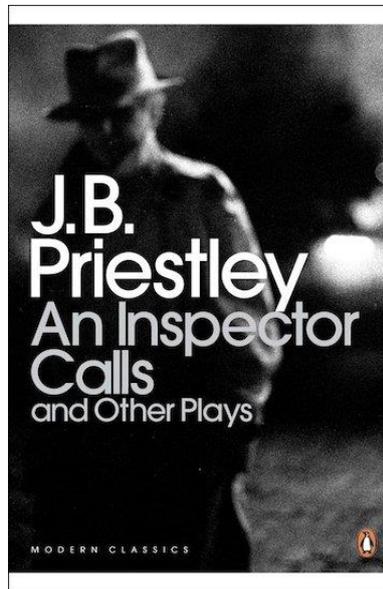
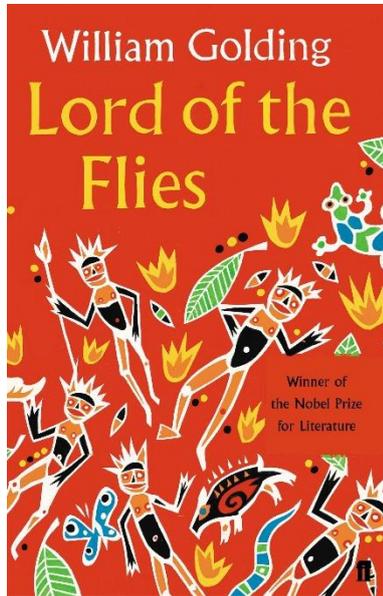


# Literature Paper 2

## Preparation Booklet



Literature Paper 1 will test you on 'Lord of the Flies' OR 'An Inspector Calls,' Power and Conflict Poetry and unseen poetry.

- There are 34 marks available for 'Lord of the Flies' OR 'An Inspector Calls' with 4 dedicated to SPaG.
- There are 30 marks available for Power and Conflict Poetry.
- Unseen poetry has 2 sections: 24 marks to write one essay on one unseen poem and 8 marks to write 2 paragraphs comparing one unseen poem to another.

This booklet is a collection of example questions, past paper questions and example essays in order to prepare you for your exams. Ensure you are confident with the plot, characters, themes, context and core quotations before using this booklet. The most effective way to revise is to plan a response and then write an essay under timed conditions. However, you must ensure you have the foundational knowledge of all texts before you can complete essays.

## **Contents**

- 1. *Lord of the Flies* potential and past questions - pages 3-4**
- 2. *Lord of the Flies* exemplar essays – pages 5-8**
- 3. *Power and Conflict* Poetry potential and past questions. – page 9**
- 4. *Power and Conflict* Poetry exemplar essays. – pages 10-13**
- 5. Unseen poetry questions, comparison question and exemplar essays. -page 14 onwards**

## **'Lord of the Flies' Potential Questions**

- 1. Explore how Golding uses symbolism in the novel to show the characters' descent into savagery?**
- 2. How does Golding make Roger such a horrifying figure?**
- 3. Explore the impact of fear on the breakdown of civilised behaviour?**
- 4. Explore how Golding utilises violence to illustrate the inherent evil in humankind?**
- 5. How does Golding contrast Ralph and Jack?**
- 6. Although the reader's sympathies are usually with Ralph, many of the boys decide to follow Jack. Explain what you think are the differences in what Jack and Ralph stand for and in how they behave in the novel.**
- 7. What do you think Golding has to say about civilisation and civilised behaviour in the novel?**
- 8. Piggy is clearly a clever boy, but he is a victim too. How is he important in the novel?**

or

1 3

How does Golding present the relationship between Ralph and Piggy?

Write about:

- what the relationship between Ralph and Piggy is like
- how Golding presents the relationship between Ralph and Piggy.

[30 marks]

or

1 4

In Chapter 5 (Beast from Water), Ralph says 'the rules are the only thing we've got'.

How does Golding explore ideas about rules and order in *Lord of the Flies*?

Write about:

- what the boys say and do
- how Golding presents ideas about rules and order.

[30 marks]

### William Golding: *Lord of the Flies*

or

1 3

How does Golding present Simon as different from the other boys on the island?

Write about:

- what Simon says and does that suggest he is different from the other boys
- how Golding presents him as different.

[30 marks]  
AO4 [4 marks]

or

1 4

'The head is for the Beast. It's a gift.'

How does Golding present the importance of the Beast to different characters in *Lord of the Flies*?

Write about:

- the ways that some characters react to the Beast
- how Golding presents the importance of the Beast.

[30 marks]  
AO4 [4 marks]

**Grade 8 (24/30 marks) Explore how Golding presents Jack as a character who changes through the novel.**

In the allegorical novel *Lord of the Flies*, Jack is presented as a character who changes from a disciplined, Christian boy into a malevolent savage. This change and its consequences are used to criticise the fundamental aspects of human nature and comment on civilisation's role in suppressing it.

Jack undergoes a drastic change over the course of the events of the novel. Initially, Jack and his choir are described as being arranged in 'two parallel lines', and a 'long silver cross' is highlighted on his school uniform. Through this imagery, the readers are given the impression that Jack is a well-disciplined who was raised and nurtured with Christian morals. Golding intentionally presents Jack as an archetype for the upper-class British schoolboy with the intention to emphasise the change that occurs in him. After giving into his innate human desires and becoming a 'savage', Jack and his choir become 'hunters' and are described as being a 'solid mass of menace that bristled with spears.' The noun 'mass' has amorphous connotations, which diametrically oppose the previously established disciplined formation, reflecting Jack's distance from his civilised nature. Furthermore, the use of the verb 'bristled' could refer to the human vestigial trait of hair bristling. The presence of this trait in Jack could have been presented by Golding to highlight his deterioration into rudimentary savagery, as a characteristic that is useless for human society is becoming prevalent in him. In addition to this, 'spears' could imply that weapons and therefore violence have become fundamental aspects of Jack and his hunters' character, further conveying their descent into savagery. This change in Jack is foreshadowed when he shows his knife with a 'flourish', as it establishes an immediate connection between him and violence. Through Jack's change from a disciplined Christian schoolboy into an 'anonymous devil', Golding could be trying to highlight one of the weaknesses of civilisation, in that it can only restrain the true nature of man, it cannot replace it permanently.

This concept is further explored throughout the novel, as at the start Jack follows and abides by the rules, stating that the boys have 'got to have' them, which mirrors his initial indoctrination. However, as the novel progresses, Jack soon learns there is no true authoritative entity to enforce civilisation and its dogmas on the island, and he is free to fulfil all his immediate desires as they arise. It is for this reason that Jack symbolises the Freudian concept of the id – he lacks morality and only works to satisfy himself. Jack states that the boys 'don't need the conch', as its influence only impedes Jack's ability to do as he pleases. Since the conch symbolises democracy, this statement demonstrates Jack's rejection of civilisation and its rules. Despite Ralph consistently trying to show Jack why the rules and the fire is important, Jack becomes exponentially more obsessed with hunting as the novel progresses. Through the presentation of this dynamic, Golding could have been trying to convey that the innate desire of humanity is more powerful and influential to a person than rationality and civilisation. During one of his hunts, Jack is described as being 'welded' to his prey. The use of the verb 'welded' implies that the changes that have occurred are eternal and irreversible in Jack, which serves to further highlight the capability and power of those innate human desires. Through the gradual accumulation of hunger for power and bloodthirst in Jack, Golding may have been trying to highlight the fact that, in the absence of proper controlled authority, the innate desires of mankind will prevail over the nurture of civilisation and take control of an individual. This pessimistic view that Golding has of humanity was likely influenced by his experiences in World War 2 – he saw what even seemingly disciplined and rational people such as Jack did to each other when they had the opportunity.

Civilisation gradually loses its power and influence in Jack's mind as the novel progresses. Jack eventually states: 'Bollocks to the rules' and 'that if there's a beast, we'll hunt it down.' Jack is simultaneously dismissing the positive control of civilisation and acknowledging the beast to be a tangible creature. These thoughts and actions reflect the loss of rationality in Jack as he succumbs to his desires. Eventually, Jack completely breaks away from civilisation and forms his own 'tribe' on Castle Rock, in which he assumes the role of dictator. This action is foreshadowed when Jack 'led the way' when returning from one of the boys' adventures. Within his totalitarian tribe, Jack is only referred to as 'Chief', which reflects his loss of humanity and individuality. After dismissing civilisation, it is as if Jack becomes inhuman. Jack's loss of rationality escalates to a point in which he ignites the entire island in an attempt to kill Ralph, disregarding his actions as compromising his future sustenance. Golding writes these events with purpose to highlight the capability of destruction that each man possesses. This could be a reference to mutually assured destruction, which is the military notion that deters war as it would cause significant loss for everyone involved. This link to the context of the novel as the Cold War was prevalent at the time, so perhaps the events of the novel serve as a warning to prevent the war from entering full scale conflict. Golding emphasises the true capability for destruction that is present in each man with the intention to warn the readers of the effects of allowing human desire to control someone. The change of Jack as a character is used to explore the results of this decision and demonstrate its consequences.

In conclusion, the change of Jack from a character that is influenced by civilisation and its rules into someone who solely fulfils his own immediate desires is used to demonstrate why this change is detrimental to an ordered civilisation. The events that

occur on the island are presented as the consequences and true capabilities of humanity that becomes prevalent when ones gives into their innate desires and serve as warning to deter this.

**Grade 5+ (17/30) Explore how Golding presents Ralph as a leader in the novel.**

Golding presents Ralph as a leader in Lord of the Flies in the quotation “we ought to have a chief”. The word ‘ought’ is a verb. It is a commanding word. In the quotation Ralph shows that by having that civilisation and democracy it keeps the group in a good place. The reader would acknowledge Ralph as a leader and question themselves what Ralph is going to do next. Golding used Ralph as a leader because of his status and also because men were more dominant in that time.

Golding also presents Ralph as a leader in Lord of the Flies when Ralph says ‘I am chief’. The word ‘chief’ is a noun. It shows us that Ralph has those qualities to be a chief like the determination and passion of hope and rescue. Golding was influenced by reading ‘Coral Island’ and realised that the story was not showing the real society and how people would actually react so Golding wrote Lord of the Flies to show reality and also that you might see an outer side of a person and they might be civilised but their inner personality is savagery as when they want something they will get it. Like Ralph, he might be a leader but he was part of Simon’s death which showed his true personality. Another way in which Golding presents Ralph as a leader in Lord of the Flies is when he questions the group whether they want to go to Jack and never get rescued but just hunt or be with him and be rescued. In the quotation, “Don’t you want to be rescued or do you want to hunt.” The word ‘rescued’ is a verb and it shows that Ralph as a leader still believes there is hope to be rescued and he doesn’t want the group to give up now. Golding is showing that you have the determination and the perseverance you can achieve what you want, you don’t need to let others put you down.

Furthermore, Golding presents Ralph as a leader in the quotation “He might be a boxer”. The word ‘He’ is a pronoun. It shows us that Ralph has the qualities to be a leader and the quotation is also intimidating him. In this quotation it shows that not only does he have the qualities he has the physical appearance. Golding is showing that to be a leader you need to have everything to be effective and to make a place like the island feel like home.

The final way in which Golding presents Ralph as a leader is at the end of the book. In the quotation, “Ralph wept for the end of innocence, the darkness of man’s heart”. The word ‘innocence’ and ‘darkness’ contradicts with each other. As Ralph wants innocence to be on island but instead there is darkness of man’s heart. This shows that Ralph failed his duties of a leader and did not achieve the civilisation throughout. Golding is showing that there is evil in everyone in society and nothing is going to change that.

**Grade 9 (30/30 marks) Explore how Golding presents Ralph as a leader in the novel.**

Through 'Lord of the Flies', Golding criticises the idea of 'the perfectibility of man' he once believed in, after discovering what man could do to another during the horrors of WWII. In his twisted response to 'Coral Island', Golding uses Ralph to explore the Hobbesian view that governments are to protect men from each other, and that 'correct structure of society would produce good will'. He then slowly destroys Ralph's democratic leadership, to present his view that no amount of civilisation can mask man's inherent evil.

Towards the beginning of the novel, Golding gives Ralph the power and qualities of a leader to explore how the boys will respect this system. Golding describes Ralph as 'the fair boy' with a 'golden body', which immediately gives the impression of a sympathetic, genuine protagonist. The adjective 'fair' has positive connotations of equality and kindness which we now associate with Ralph. To further emphasise this, Ralph has a 'mouth and eyes that proclaimed no devil', again presenting him as a genuine person with only good intentions. This contrasts greatly with Jack's 'fiery red hair' which has connotations of fire, violence and even Satan.

The conch is used by Golding as a symbol of democracy and equality, therefore when 'Ralph held up the conch', we associate these ideas with Ralph, especially since he is the one to blow the conch and seemingly to initiate a meeting. However, this is ironic as it was in fact Piggy's idea to have a meeting, so Golding already hints at corruption slightly at this point. Ralph uses an imperative – 'we're having a meeting, come and join in' – when first meeting Jack, which suggests his natural authority over the boys. However, Ralph makes an unforgivable mistake as leader by giving Jack authority over the choir to be his hunters, which arguably ends up being the reason for the destruction of Ralph's attempt at civilisation, showing that Golding believed even those in power who attempt to enforce rules and order are capable of deadly mistakes.

Throughout the novel, Golding uses Ralph's gradual fall to savagery to present man as unable to restrain from their innate evil. Golding involves Ralph in Simon's murder in Chapter 9, ultimately marking the loss of morality and humanity which Simon bore. Although Ralph recognises his terrible actions – 'that was murder' – we are still no longer able to see the kindness and genuine good of Ralph that was introduced in Chapter 1. However, Ralph's fall to evil doesn't happen instantly, as Golding hints at it in Chapter 4 – 'He watched the ship ravenously' – which suggests some impurity. The adverb 'ravenously' – has animalistic connotations of deep desires, however when paired with the symbol of civilisation – 'the ship' – Golding allows Ralph to remain civilised for a while longer, as his desires are justified.

At the end of the novel, Ralph 'wept for the end of innocence, for the darkness of man's heart', showing that Ralph is aware of an evil force present within man. This may be as a result of Ralph's time as leader, Golding allowed him to realise the true 'darkness' of man, perhaps saying that through an attempt at leadership, Ralph has become more aware of the nature of mankind.

Overall, Golding uses Ralph as a leader, and then destroys a perfect opportunity for society and civilisation to reflect his view that despite law and order, man's inherent evil nature will prevail, as seen in WWII.

**Grade 5 How does Golding present the beast to different characters?**

Golding presents 'the Beast' as a tool of fear. For example, Jack is known as 'the boy who controlled them' immediately hinting him as the antagonist of the entire novel. The verb 'controlled' suggests that Jack is a dictator and Golding allows Jack to gain power by feeding on the fear the boys have for the beast. The 'littluns' fear that the boys are not alone on the island, they fear that they're accompanied by a 'beastie' that only appears in the forest next to the 'creepers'. Jack sees this as an opportunity to gain power by renaming the 'beastie' as the 'beast'. Golding does this to show that the Beast is used as a tool by Jack to generate fear. This also reflects on many other societies built on dictatorship because societies run by dictators rule by using fear.

Furthermore, Golding presents the importance of the Beast through the different phases of savagery that most of the boys experience throughout the entire novel. For example, Golding describes the boys to have 'painted faces and long hair' hinting that the civilised side of the boys are quickly tearing which is a consequence of giving in to the idea of the Beast. The use of the 'painted faces' suggests that the savagery within the boys is growing rapidly because the boys are acting as if they are a tribe which is also another consequence of the idea of the Beast existing.

Golding also presents the Beast's presence as important as it is said by Simon 'what if it's just us?'. This rhetorical question suggests that the boys are the Beast as they are scaring each other because they are the ones who are generating the fear on the island. Golding does this to show that fear can cause a society to degenerate if there is no figure of authority to reassure their people with rational answers.

**Power and Conflict Poetry (you will have the named poem in the exam paper and you must remember your chosen poem)**

1. Compare the ways poets present ideas about identity in 'Checking Out Me History' and in one other poem from 'Power and Conflict'.
2. Compare the ways poets present the power of a place in 'The Emigree' and in one other poem from 'Power and Conflict'.
3. Compare the ways poets present ideas about guilt in 'Remains' and in one other poem from 'Power and Conflict'.
4. Compare the ways poets present fear in 'The Prelude' and in one other poem from 'Power and Conflict'.
5. Compare the ways poets present memory in 'My Last Duchess' and in one other poem from 'Power and Conflict'.
6. Compare the ways poets present ideas about the power of nature in 'Storm on the Island' and in one other poem from 'Power and Conflict'.

**Real exam questions since 2017**

Exam questions	
2022	Compare how the poets present the impact of conflict in Bayonet Charge and one other poem from the 'Power and Conflict' collection.
2020	Compare how poets present the ways people are affected by difficult experiences in 'Remains' and in one other poem from 'Power and conflict'.
2019	Compare how poets present the ways that people are affected by war in 'War Photographer' and in one other poem from 'Power and conflict'.
2018	Compare how poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.
2017	Compare how poets present the effects of war in 'Bayonet Charge' and in one other poem from 'Power and conflict'.

## 2022 Exam Question Responses

Grade 6 (19/30)

In Bayonet Charge the poet presents conflict through a soldier currently in war and his critical thoughts about it. Whereas in Remains the poet present the effects of conflict through a soldier who is at home recalling the past events on it.

At the beginning of Bayonet Charge, the first stanza opens in media res where the soldier is 'suddenly awoke and was running'. The poet's use of this shows how the soldier was almost pushed into a situation him being awoke suddenly suggest that he was almost forced into this situation and was put out onto the field without realising what would happen. The use of in media res forces the reader to also be pushed into the middle of the story making them confused as to what is happening. Ted Hughes could have done this to show how soldiers are forced into conflict without saying the matter trying to make the reader feel empathy for what the soldiers have to experience.

In Remains, the poem starts in media res too. The poet's use of this could be anecdotal as it happened 'on another occasion.' The noun occasion suggests that this story the speaker is telling is one of his many experiences with in conflict. The tone of this is casual which also suggest that because it's happened so many times before conflict has become normalised.

The poem Bayonet Charge describes the soldiers to be 'lugging a rifle as numb as a smashed arm.' The use of this simile has very violent imagery and the poet's use of this almost makes it seem like the soldier is trying to be casual and make a joke about the situation period this could have been done to prevent the reader that once someone has been exposed to conflict or is in the conflict for too long they can give become desensitized and are able to joke about graphic images like a smashed arm.

Soldiers becoming desensitized to war and conflict is also presented in Remains. This is shown through the way the soldier casually talks about how he 'tosses' another person's 'guts back into his body'. The soldier does not seem bothered at this point in the poem when speaking about this violent act. This further reinforces that the actions are regular within the conflict. The verb 'tosses' also shows the lack of respect and carelessness and speaking about the injured possibly dead people period he has become accustomed with this vision and in that moment it didn't affect him too much. The poet could have done this to show the reader that conflict can takeaway regularly human emotions to death and gore because it happens everywhere.

In the last stanza of Remains, the stanza is only 2 lines long with the use of enjambment. In the final line the soldier speaks on the death of a person and describes how 'his bloody life is in my bloody hands.' The use of the enjambment could be to break down the stanza length and show the writer is trying to measure the effects of conflict and how it can break down one's mental health. Also the writer's use of bloody hands could be an illusion Macbeth where the blood stained hands show guilt. The fact that this is the final line could be interpreted as the soldier finally realising the guilt and remorse he struggled to feel in the rest of the poem.

Bayonet Charge question what's the hand pointing at the second? this makes the reader also question the conflict and the situation with the soldier.

In Bayonet Charge and Charge of the Light Brigade conflict is presented through the detrimental effects it has on the soldiers who fight as they question their motives, constantly suffer and seem to lose their identity.

Both poems present the physical suffering experienced during war as an intrinsic aspect of it. In war it is an inevitable that humans will experience pain of this nature. In Bayonet Charge, the soldier can hear 'bullets smacking the belly out of the air' and the use of this plosive alliteration creates a harsh sound which accurately reflects harsh conditions in war and the physical suffering experienced. Furthermore, the reader learns that a soldier 'lugged his rifle numb as a smashed arm.' This implies that the soldier is fatigued on a superficial level. Moreover, it could also suggest that the soldier is young and inexperienced. Hughes purposely presents the physical suffering experienced during conflict in this way in order to reveal to the readers the true extent of the effects of war. He wanted to highlight how younger, and in some cases, innocent people were fighting on the battlefield. This questions the morality of allowing these people to enter such harsh conditions. Similarly, the physical suffering induced by the conflict is also explored in Charge of the Light Brigade. The reader is told that the Light Brigade charged into the 'jaws of death' and 'into the mouth of Hell'. Tennyson uses an extended metaphor of consumption in this description and this is done intentionally to encourage readers to compare the helplessness of the soldiers to that of the food source being consumed with ease. Their deaths are immediate and easy. This links to the context of the poem as Tennyson was tasked to write a poem that honoured the sacrifice of the Light Brigade. On a superficial level, this is achieved that there are subtle hints such as this extended metaphor that suggest the soldiers experienced great pain and suffering the no significant benefit. They 'reeled from sabre-stroke which shattered and sundered' and this sibilance mimics the sounds of bullets in the air. Similarly to Bayonet Charge, Charge of the Light Brigade establishes auditory language techniques in order to carry the suffering experienced during conflict.

The two poems also depict similar views on the consequences of conflict which results in the dehumanization as soldiers become machines made to kill others without remorse. In Bayonet Charge, the soldier contemplates in what cold clockwork and asked was the hand pointing at that second Hughes uses cacophony to create harsh sounds indicating to the reader that the soldier is questioning himself. The metaphor 'cold clockwork' suggest that the soldier is just a machine made to force the previously established physical suffering on to others. Here Hughes is criticising the nature of conflict itself in that it reduces people to a force of destruction and harm.

Similarly, Charge of the Light Brigade also presents the notion of dehumanization in conflict. The soldiers know that 'theirs not to make reply/theirs not to reason why/theirs but to do and die.' While this initially elicits a response of respect from the reader it could also be interpreted to mean that the soldiers are forced to ignore any human intuition and continue to fight. These quotations imply Tennyson's frustration at the little agency a soldier has over his decisions. This links to the context as Tennyson was required to portray the conflict as honourable and righteous but he wanted to educate the public about its true nature.

The concept of fading patriotism in conflict is explored in both poems. In Bayonet Charge, the soldier questions the reason of his 'still running'. This oxymoron is used in order to mirror how the soldier is confused about what he is fighting for. Later in the poem, we are told that the soldier's motives 'dropped like luxuries in a yelling alarm.' This simile allows Hughes to convey that all of these ambiguous motives for fighting become meaningless when on the battlefield. Patriotism is included in this. Perhaps Hughes is criticising the idea of a perfect war in which people fight nobly for their country; it is clear that this is an ephemeral motive. Patriotism in conflict is presented in a similar way in Charge of the Light Brigade. The readers are told that the soldiers are fighting the battle because someone had blundered. Here, Tennyson mimics the tone of the newspaper mocking the military's poor decisions that cost the lives of six hundred soldiers.

In conclusion, both Charge of the Light Brigade and Bayonet Charge present conflict as a horrifying experience that causes both mental and physical torture on the soldiers who are fighting.

**Compare how the poets present ideas about power in Ozymandias and one other poem.**

Grade 9 (30/30)

Both Percy Shelley and Robert Browning explore ideas about arrogance and control, and about tyrants who value their power over human life. Shelley, writing near the time of the French Revolution, in which people rose up against a tyrannical monarchy, writes about someone whose power has faded away, and, as a Romantic poet, points out how man is humbled in the face of nature. Robert Browning, on the other hand is writing in response to a story about the Duke of Ferrara, a cruel duke who clung onto control and whose wife died in mysterious circumstances.

Shelley describes a statue in a distant land, whose “shatter’d visage” is “half-sunk”. The “visage” is perhaps a metaphor for the king’s identity, his ideals, his power and Shelley makes a point of highlighting that it is “shatter’d” and “sunk”, that is, his power is broken, taken away, sinking in the “lone level sands”, which are symbolic of time, to represent how his tyranny and authority have been washed away, destroyed by time, faded into history. The speaker himself is separate from the statue, having heard of it from a “traveller”, and this distance adds to the sense that Ozymandias’ power has disappeared. However Browning presents ideas about a tyrant who still exerts power and control. The first line in the poem is “that’s my last Duchess painted on the wall”, and the possessive pronoun “my” gives it a sinister tone, implying ownership over the duchess, who is only ever defined by her status as his wife, as, in the duke’s eyes, she only exists to worship him. This sense of possession is emphasised in a later line, in which the duke mentions he’s the only one with the power to “draw” the “curtain” to the painting, and Browning gives perhaps even a sense of morbid pleasure as the duke says this, as he couldn’t control who looked at the duchess in life, he can now that she’s dead, being able to hide or expose her as he pleases.

Both poets express the tyrant’s boasting, highlighting their annoyance and pride. Shelley describes the inscription in which Ozymandias describes himself as “King of Kings”, perhaps alluding to himself as being a God, ruler of all, maybe even immortal, as he believed his power would last forever. There’s a sense of irony here as Shelley describes that a “colossal wreck” is all there’s left of his power. The oxymoron in “colossal wreck” maybe even mocks Ozymandias as it points out how his arrogant boast about his authority is in the middle of the ruins of his broken statue. Browning also expresses the duke’s arrogance through boasting, as he mentions the “gift of a nine hundred years name”. The word “gift” has connotations of charity, and implies the duchess should be thankful of everything the duke gives her, should worship him like a God as she’s beneath him and should be glad he even gives her his time.

Both poets use very strict structures to emphasise the need for control that that characters have. Shelley uses a sonnet, a very controlled form, ironically as Ozymandias’ power has faded. Sonnets are also typically about love, and there’s a sense of mockery as Ozymandias is in love with himself and his power, but everyone else has forgotten about him and his arrogance. Browning uses rhyming couplets throughout My Last Duchess, to symbolise the duke’s control and authority. There’s perhaps something sinister there as it is suggested his wife didn’t even want to be with him in life, the couplets might imply she now doesn’t have a choice or even that his next wife won’t, having even less liberty than the Duchess. Although the couplets show his control, Browning uses more and more enjambment in the duke’s dramatic monologue, to show he’s being carried away by his anger, but maybe as well to imply he is also losing his power, and desperately holding onto it. It may be that the message of both poets was that control and tyranny are unsustainable and are eventually lost.

## Grade 5 +(17/30)

In the poem 'Ozymandias' Shelley presents abusive power in the quotation 'ye Mighty, and despair!'. For example, Ozymandias who is the 'King of Kings' believes that his power is above everyone else's including the power held by the 'Mighty'. In addition, the imperative "and despair!" suggests that Ozymandias is controlling and even the 'Mighty' must listen to him.

However, in the poem Ozymandias, Shelley also presents the death of power in the quotation 'of that colossal wreck'. The adjective 'wreck' could suggest that Ozymandias' empire is a wreck because he has been overpowered by another ruler who also happens to possess a lot of power. Furthermore, the 'colossal wreck' could be a metaphor for Ozymandias' ego as it is far too big. Shelley does this to show that even the greatest rulers will fall.

However, in the poem 'My Last Duchess' Browning also presents abusive power that lasts unlike Ozymandias' power that comes to an end. For example, in the quotation 'I gave commands' Browning presents the duke as a jealous figure of authority who assassinated his Duchess because 'her looks went everywhere'. The fact that the Duke was able to abuse his power without his authority being questioned immediately informs the readers that the Duke is someone who possesses unimaginable power, further emphasizing that he cannot lose his power.

Furthermore, Browning uses religious imagery in the poem 'My Last Duchess' to present the Duke as a natural force of power. For example, in the quotation 'Notice Neptune, though tame a sea horse' suggests that the Duke is a God as he compares himself to 'Neptune' and the phrase 'tame a sea horse' suggests that the Duke is willing to treat his new Duchess in the same way to his old Duchess if she had a 'heart too soon made glad'. Browning does this to show that with great power comes great responsibilities and if that great power gets abused it will most likely be used to hurt others and it could last for a very long time.

Unseen poetry (24 marks + 8 marks for a comparison question)

**The Richest Poor Man in the Valley**

On the outside  
he seemed older than he was.  
His face was like a weather map  
full of bad weather  
5 while inside  
his heart was fat with sun.

With his two dogs  
he cleared a thin silver path  
across the Black Mountain.  
10 And when winter  
kicked in  
they brought his sheep  
down from the top  
like sulky clouds.

15 Harry didn't care for things  
that other people prize  
like money, houses, bank accounts  
and lies.  
He was living in a caravan  
20 until the day he died.

But at his funeral  
his friends' tears  
fell like a thousand  
diamonds.

Lindsay Macrae

In 'The Richest Poor Man in the Valley', how does the poet present ideas about living a happy and contented life?

[24 marks]

#### **Grade 4+ (12/24 marks)**

The poem 'The Richest Poor Man in the Valley' is about a man who lived a happy life not worrying about normal things. The poet uses a metaphor to present ideas about living a happy life. For example it says "his heart was fat with sun". This shows that the man's heart was filled with joy and happiness. The adjective "fat" symbolises how much he feels warm and happy. The noun "sun" symbolises the fact that the man is happy because the sun is usually linked to good memories. The writer may have used this quote to show that the man is loving and caring on the inside.

The poet also uses a simile to show that the man is living a happy life. For example it says "when winter kicked in they brought his sheep down from the top like sulky clouds". This shows that the man doesn't like winter so much because he is sulking. Also, the verb "sulky" suggests that he is thinking about what his life could be like if he didn't live alone. The poet may have done this to show that the man is angry at the people who move the sheep because he admires them. This might make the reader feel empathy towards him, because he can't look at the sheep anymore.

The poet uses another simile to show that the man lived a happy life. It says "his friends' tears feel like a thousand diamonds." This could show that the man had many friends that cared for him and that will miss him dearly. This short phrase "a thousand diamonds" symbolises the fact that the man was precious to his friends. Also diamonds are usually kept close to people, so it is saying the man is going to be kept close to his friends even though he is dead. Furthermore, diamonds are usually thought as, as good things, so this shows that the man led a happy life. The writer may have done this to make the reader feel happy for the man because he had lots of friends who cared about him.

#### **Grade 6+ (17/24 marks)**

'The Richest Poor Man in the Valley', the poet presents ideas about living a happy and contented life through the use of similes and imagery. She shows that common desired materialistic items do not equal a happy life.

The poem begins by portraying how the man is perceived on the "outside". She shows that he "seemed older than he was". This suggests that he could be wise and knowledgeable, and has realised how to live a happy and contented life. The poet then uses a simile to say that his face was "like a weather map" that is "full of bad weather". This initially creates a negative view of the man, however it is contradicted when she follows with his "heart was fat with sun". this implies that he is generous, and kind, and as the sun is vital for humans to survive, this suggests he is generous and gives life to other people.

The poet then shows that he is different from most people, as he is content and happy without the need for things such as "money", "houses", "bank accounts and lies". The poet uses enjambment to emphasise the word "lies". This suggests he is happy without the things that people usually link to happiness. The poet explains how he was "living in a caravan" until he died. This suggests to the reader that he was lonely, but had learnt to be happy and content on his own, which is the most purest, and valuable kind of happiness. However, at his funeral, his friends tears fell "like a thousand diamonds", suggesting he is loved.

In conclusion, the poet presents ideas about living a happy and contented life, by showing that one does not need other people to be happy and feel content, nor does one need materialistic items such as "money" and "houses" to be happy. This shows how the poet believes that pure happiness comes from within.

## Grade 9 (24/24 marks)

The poet Macrae emphasises the importance of living a life of pure joy rather than fake happiness for the sake of looking good to others as ultimately your true goodness is what people will remember you for as opposed to earthly riches.

The oxymoron in the title “richest poor man” highlights different peoples understanding of value. Most people see value as the amount of money you have, houses or expensive clothes as expressed when he mentioned he does not “like money, houses, bank accounts and lies”. The list proves that although that's what many people would automatically think of when they hear rich, but the word “lies” suggest otherwise. The poet is trying to emphasise how people use all these materialistic things to entrance people and cause them not to see how they are covering up their tainted heart. The juxtaposed “richest” suggest that the narrator's view on value is something much simpler hence the absence of rich accessories making him externally look poor, however, in his heart he inhabits a pure, true happiness which he values more in life, hence making him feel rich inside. The author is intentionally attempting to educate people that looking rich is not important, and ultimately does not give you a happy and contented life, while on the other hand, living a simple life and seeing the joy in the smallest things is much more valuable. This is because in the end, we are all born with nothing and die with nothing, which is why simple happiness should be sought.

Additionally, the poet uses a simile and metaphor to compare the man with weather and nature. This is significant as weather and nature are not rich, yet they still exhibit greater power than humanity could ever dream to achieve with riches. “His face was like a weather map full of bad weather while inside his heart was fat with sun.” For many people it is the other way round. The adjective “fat” shows how abundant with happiness he is internally as the “sun” is often a symbol for happiness and joy while his face “full of bad weather” perhaps suggesting that he sees no need to boast about how he is rich with happiness to others like how others arrogantly show off all their riches. This also suggests that through avoiding negative actions such as arrogance, he can avoid losing the true, pure richness in his heart that can easily be tainted by such negativity. The ideologies about being happy and content over spiteful and boastful again reinforce how the poet is trying to teach the reader about the true blessing of life. Through using such metaphors and similes, he should be able to convince some people about the unimportance of sinful, worldly and selfish riches.

Comparison question for unseen poems.

**Nobody**

If you can't bring yourself to build  
a snowman or even to clench  
a snowball or two to fling  
at the pine tree trunk, at least  
5 find some reason to take you out

of yourself: scrape a patch of grass clear  
for the birds maybe; prod at your shrubs  
so they shake off the weight, straighten up;  
or just stump about leaving prints  
10 of your boots, your breath steaming out.

Promise. Don't let yourself in  
for this moment again: the end  
of the afternoon, drawing the curtains  
on the glare of the garden, a whole  
15 day of snow nobody's trodden.

Michael Laskey

In both 'Nobody' and 'The Richest Poor Man in the Valley' the poets describe ideas about how to live your life.

What are the similarities and/or differences between the methods the poets use to present these ideas?

[8 marks]

#### 4/8 mark response

"Nobody" and "the Richest Poor man in the Valley" the poets show how to live a happy life.

Both poets use metaphors to give analogies of things that mean a good life, walking your own path. Whether "across the black mountain" or "leaving prints" in the now, making your mark is good.

Neither poet uses material objects as a way of gain, instead focussing on nature and animals that can be helped. Both poets also use the analogy of death being the final stanza, showing that even if you are "drawing the curtains", you can still give the emotions of "a thousand diamonds"

### **A Mother in a Refugee Camp**

No Madonna and Child could touch  
Her tenderness for a son  
She soon would have to forget. . . .  
The air was heavy with odors of diarrhea,  
Of unwashed children with washed-out ribs  
And dried-up bottoms waddling in labored steps  
Behind blown-empty bellies. Other mothers there  
Had long ceased to care, but not this one:  
She held a ghost smile between her teeth,  
and in her eyes the memory  
Of a mother's pride. . . . She had bathed him  
And rubbed him down with bare palms.  
She took from their bundle of possessions  
A broken comb and combed  
The rust-colored hair left on his skull  
And then – humming in her eyes – began carefully to part it.  
In their former life this was perhaps  
A little daily act of no consequence  
Before his breakfast and school; now she did it  
Like putting flowers on a tiny grave.

**Chinua Achebe**

**In 'A Mother in a Refugee Camp,' how does the poet present ideas about loss?**

## **Island Man**

Morning

and island man wakes up  
to the sound of blue surf  
in his head  
the steady breaking and wombing

wild seabirds  
and fishermen pushing out to sea  
the sun surfacing defiantly  
from the east  
of his small emerald island  
he always comes back groggily groggily

Comes back to sands  
of a grey metallic soar  
to surge of wheels  
to dull North Circular\* roar

muffling muffling  
his crumpled pillow waves  
island man heaves himself

Another London day

## **Grace Nichols**

**In 'Island Man,' how does the poet present ideas about place?**

## **Invictus**

Out of the night that covers me,  
    Black as the pit from pole to pole,  
I thank whatever gods may be  
    For my unconquerable soul.

In the fell clutch of circumstance  
    I have not winced nor cried aloud.  
Under the bludgeonings of chance  
    My head is bloody, but unbowed.

Beyond this place of wrath and tears  
    Looms but the Horror of the shade,  
And yet the menace of the years  
    Finds and shall find me unafraid.

It matters not how strait the gate,  
    How charged with punishments the scroll,  
I am the master of my fate,  
    I am the captain of my soul.

**William Ernest Henley**

**In 'Invictus,' how does the poet present ideas about fate and determination?**

## **The Road Not Taken**

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

### **Robert Frost**

**In 'The Road Not Taken,' how does the poet present ideas about the importance of making decisions?**