

Churchill academy - AS Literature revision booklet

Theme identification and assessment objective identification and exploration, creating links between the poems, a guide to writing about the language, structure and creation of your own theme guides for the poems, exploring quotations in relation to language and structure.

Your guide to revising Plath and Hughes

Revision of the Plath and Hughes Poems

Identify which poems you could explore for the following themes (by doing this you are showing an understanding of which poems you could compare):

Death

Plath Hughes

Role of women

Plath Hughes

Parenthood or the role of parents

Plath Hughes

Relationships (could be with men, women or children) specify which poem covers this relationship

Plath Hughes

Loneliness or Isolation

Plath Hughes

Use of language

Plath Hughes

Nature

Plath Hughes

Are there any other themes or ideas covered in the poems that you think are prevalent?

Plath Hughes

Assessment Objective 1 – This task will help you understand what you need to include in your exam essay

Unpick the objective – What does assessment objective ask you to cover in your analysis of the four poems?

Refer to the AO chart on last page of the booklet.

**AO1**

**Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.**

Assessment Objective 2 - This task will help you understand what you need to include in your exam essay

Unpick the objective – What does assessment objective ask you to cover in your analysis of the four poems?

Refer to the AO chart on last page of the booklet.

**AO2**

**Demonstrate detailed critical understanding in analysing the ways structure, form and language shape meanings in literary texts.**

**10 marks**

Assessment Objective 3 - This task will help you understand what you need to include in your exam essay

Unpick the objective – What does assessment objective ask you to cover in your analysis of the four poems?

Refer to the AO chart on last page of the booklet.

**AO3**

**Explore connections and comparisons between different literary texts. 5 marks**

**Informed by interpretations of other readers. 5 marks**

When writing about language the following are good reminders of what you should be looking for: These cover AO1 and AO2

* Specific words and phrases – Considering why they have been used. Word class analysis – adjective, adverb, verb, noun
* Zooming in on the language and exploring hidden connotations.
* What is the underlying or hidden meaning behind the lines?
* What devices have been used – Similes / Metaphors / Personification / Onomatopoeia – How are they effective?
* What type of language? – Is it formal / informal / romantic / simplistic?
* What type of imagery? - from Natural world, Surreal – What are connotations of the image? How is it symbolic? E.g. Light – holy / pure / other

Task – Revise the Plath and the Hughes poems and further annotate the language techniques that you have identified.

When writing about structure the following are good reminders of what you should be looking for: These cover AO1 and AO2

* Capitals used in an unusual place
* Italics
* Enjambment
* End – stopping
* Caesura (interesting use of punctuation in the lines of verses)
* Repetition
* Alliteration
* Length of Sentences / Layout of Verses
* Grammatical structure/arrangement of words
* Tense changes
* Use of rhythm / rhyme
* Links between verses
* Overall sense of how things change or develop

Task – Revise the Plath and the Hughes poems and further annotate the structural techniques that you have identified.

When writing about the tone of the poem the following are good reminders of what you should be looking for: These cover AO1 and AO2

Voice of the poet / narrator / characters
(If read aloud – remember meant to be performed!) – Angry / Sad / happy / disinterested / sarcastic / desperate / complimentary
Atmosphere / Mood of the poem. – Tense / Optimistic / Hopeful
Relationship of writer to reader. Are you being confided in? Persuaded? Entertained?
*(What other relationships should we consider as well as the characters?)* Is the narrator a reliable voice?

Task – Revise the Plath and the Hughes poems and further annotate the tone changes and techniques that you have identified.

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| --- | --- |
| **Four Key Qns to remember.**What is the poet saying?Why are they saying it?How are they saying it?How is it effective? | **How to analyse a poem – choose a poem you are struggling with and complete this overview chart** |
| **OVERVIEW/ THEMES** |  |
| **LANGUAGE / IMAGERY** |  |
| **TONE**  |  |
| **STRUCTURE/****FORM** |  |
| **Four Key Qns to remember.**What is the poet saying?Why are they saying it?How are they saying it?How is it effective? | **How to analyse a poem – choose a poem you are struggling with and complete this overview chart** |
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| **LANGUAGE / IMAGERY** |  |
| **TONE**  |  |
| **STRUCTURE/****FORM** |  |

Possible poetry questions – Select one and plan an answer covering two Plath poems and two Hughes poems.

1. What connections have you found in the way Plath and Hughes write about the natural world? In your response *make detailed reference* to at least *TWO* of Plath's poems.
2. What connections have you found in the way Plath and Hughes write about the natural world? In your response *you must give a detailed critical response to ‘Finisterre’ and at least one other poem by Plath.*
3. ‘The women at the centre of Plath’s poetry often seem to be rejecting traditional female roles’ In the light of this statement compare how Plath and Hughes represent women in their poetry. In your response make detailed reference to at least two of Plath's poems.
4. ‘The women at the centre of Plath’s poetry often seem unhappy in traditional female roles. In the light of this statement compare how Plath and Hughes represent women in their poetry. *must include a detailed critical discussion of ‘Lesbos’ and at least one other poem by Plath*
5. What connections have you found in the way that Plath and Hughes write about parents and children? In your response make detailed reference to at least two of Plath's poems.
6. Compare the way that Plath and Hughes write about death in their poetry. You must include a detailed critical discussion of ‘Edge’ and at least one other poem by Plath.
7. ‘There is no clear presentation of death’ in Plath’s poetry’ In the light of this statement compare how Plath and Hughes represent death in their poetry. In your response make detailed reference to at least two of Plath's poems.
8. ‘Imagery in Plath’s poetry is often both shocking and surprising’ In the light of this statement compare how Plath and Hughes use imagery in their poetry. In your response make detailed reference to at least two of Plath's poems.
9. ‘Plath’s poetry often focuses narrowly on the self’. How true is this of both Plath and Hughes’ poetry? In your response make detailed reference to at least two of Plath's poems.
10. ‘Relationships in Plath are often presented as problematic.’ How far is this statement true of Plath and Hughes’ poetry. You must make detailed reference to ‘Daddy’ and at least ONE other poem by Plath.
11. What connections have you found in the ways that Plath and Hughes write about suffering in their poetry? In your response, make detailed reference to at least TWO of Plath’s poems.

**Past Exam questions – Re-write these questions explaining what they are asking you to do. Also select two Plath and Hughes poems to use for these questions explaining your selection reasons.**

1. **JAN'09**

**A.** ‘Plath’s poetry is made out of extreme emotions.’ In the light of this statement, compare the ways in which Plath and Hughes write about powerful feelings. In your response, you must include detailed reference to at least **two** of Plath’s poems.

**Or,**

**B.** What connections have you found between the ways in which Plath and Hughes write about place?

In your response, you must include detailed critical discussion of at least **two** of Plath’s poems.

**2 - SUMMER ‘09**

**A**. What connections have you found between the ways in which Plath and Hughes write about the

relationship between the individual and Nature? In your response, you must include detailed

critical discussion of at least **two** of Plath’s poems.

**Or,**

**B.** Compare the ways in which Plath and Hughes write about relationships. You must include in your

response detailed critical discussion of ‘Morning Song’ and at least **one** other poem by Plath.

 **14.JAN'10**

1. 'Their poetry focuses on sensations rather than thoughts' - Discuss this view, comparing and contrasting the two poets.

**OR,**

1. Both poets focus on Trees and flowers in their poetry. Compare and Contrast the way they do this.

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| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “You do not do, you do not doAny more, black shoe” | DaddyThemes Relationships Pain/suffering | RepetitionNegative languageEnjambmentCaesura Symbolism  |  |  |  |  |
| “Chuffing me off like a Jew.” |  |  |  |  |  |  |
| “I am nobody; I have nothing to do with explosions.” |  |  |  |  |  |  |
| “Wrapped up in yourself like a spool.” |  |  |  |  |  |  |
| “I lie on a great anvil”  |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “He is immune to pills: red, purple, blue – “ |  |  |  |  |  |  |
| “When I was nine, a lime green anaesthetist Fed me banana gas through a frog –mask.” |  |  |  |  |  |  |
| “Tapped like a cask, the years draining into my pillow.” |  |  |  |  |  |  |
| “Perfections is terrible, it cannot have children.” |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “They stand about in grandmotherly disguise,” |  |  |  |  |  |  |
| “The trees of the mind are black. The light is blue.”  |  |  |  |  |  |  |
| “The yew tree points up.”  |  |  |  |  |  |  |
| “The pears fatten like little buddhas.” |  |  |  |  |  |  |
| “The smug centuries of the pig –“ |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: - Themes  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “the last fingers, knuckled and rheumatic,” |  |  |  |  |  |  |
| “She is in love with the beautiful formlessness of the sea.” |  |  |  |  |  |  |
| “No novice In these elaborate rituals” |  |  |  |  |  |  |
| “How perilous needles grain the floorboards” |  |  |  |  |  |  |
| “birds irregular babel” |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “No glory descends”“O bent bow of thorns” |  |  |  |  |  |  |
| “You defy questions;” |  |  |  |  |  |  |
| “Inert as a shoelace; dead” |  |  |  |  |  |  |
| “garnet” “ochre” “vermillion” “rose-coloured” |  |  |  |  |  |  |
| “GlitteringGlittering and digesting” |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “The moon has nothing to be sad about,” |  |  |  |  |  |  |
| “People or stars” |  |  |  |  |  |  |
| “Hooves, dolorous bells –“ |  |  |  |  |  |  |
| “Black sweet blood mouthfuls,” |  |  |  |  |  |  |
| “Into the red Eye, the cauldron of morning.” |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “He is yours, the little brassy Atlas –“ |  |  |  |  |  |  |
| “The potatoes hiss.” |  |  |  |  |  |  |
| “Why she is schizophrenic,”  |  |  |  |  |  |  |
| “I do not fear it: I have been there.” |  |  |  |  |  |  |
| “Love is a shadow.” |  |  |  |  |  |  |
| Quote – Plath poems | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
| “But I didn’t know how to cook, and babies depressed me.” |  |  |  |  |  |  |
| Complete with your own quotes - Plath | Poem quote selected from: Themes -  | Technique selected | Explain effect | Alternative meanings or interpretations and why: | Stepping out – How does the analysis link back to the theme? | Hughes Poem to compare/technique and explained briefly: |
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Using the PEA model above select one of the quotes from above and analyse how Plath has used this for effect in the poem? The more practice the easier you will find this. Refer back to the AO’s and check you have covered all three.



Now select a poem of Hughes and compare the effect of language or structure using the comparison connectives above with the PEA paragraph you did on Plath. Again the more you compare the easier it will get. Refer back to the AO and check you have covered all three.

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|  | **Band 1**  | **Band 2**  | **Band 3**  | **Band 4**  | **Band 5**  |
| **AO1 Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression. 10 marks**  | • Understands poems at a superficial or literal level. • Offers some ideas about poems. • Shows some grasp of basic terminology, though this may be occasional. • Errors in expression and lapses in clarity. **0-2 marks**  | • Attempts to engage with poems and organise material, though not always relevant to question. • Some, not always relevant use of concepts and terminology. • Expression may feature inaccuracies, more so at the lower end of the band. **3-4 marks**  | • Engages with poems and response is mostly relevant to question. • Some sensible grasp of key concepts. • Generally appropriate terminology. • Expression tends to be accurate and clear, but there may be lapses. **5-6 marks**  | • Clearly informed discussion of relevant poems. • Effectively structured argument. • Secure grasp of concepts and secure and sensible use of terminology. • Expression generally accurate and clear. **7-8 marks**  | • Perceptive discussion of relevant poems. • Very well developed argument. • Confident grasp of concepts and apt use of terminology. • Accurate, fluent expression. **9-10 marks**  |
| **AO2 Demonstrate detailed critical understanding in analysing the ways structure, form and language shape meanings in literary texts.**  | • May identify a few basic stylistic features. • May offer narrative/descriptive comment on poems. • Occasional textual support.  | • Can make some basic points about use of structure, form and language to create meaning. • Can support some points by reference to poems.  | • Clear grasp of authors’ use of structure, form and language to create meaning. • Generally clear and appropriate textual support.  | • Sound analysis and evaluation of poetic techniques to create meaning. • Appropriate and secure textual support.  | • Detailed critical understanding of poetic techniques to create meaning. • Confident and apt textual support.  |
| **10 marks**  | **0-2 marks**  | **3-4 marks**  | **5-6 marks**  | **7-8 marks**  | **9-10 marks**  |
| **AO3**  | May identify basic links  | Can make some basic,  | Makes generally clear and  | Makes purposeful use of  | Productive and discerning  |
| **Explore connections and**  | between core and partner  | usually valid  | appropriate  | specific connections and  | comparisons/connections  |
| **comparisons between**  | texts.  | comparisons/connections  | comparisons/connections  | comparisons between core  | between core and partner  |
| **different literary texts**  |  | between core and partner texts.  | between core and partner texts.  | and partner texts.  | texts.  |
| **5 marks**  | **0-1 mark**  | **2 marks**  | **3 marks**  | **4 marks**  | **5 marks**  |
| **informed by interpretations**  | Can describe other views  | Can acknowledge that poems  | Makes use of other relevant  | Makes clear and purposeful  | Confident and informed  |
| **of other readers.**  | with partial understanding.  | may be interpreted in more than one way.  | interpretations.  | use of other relevant interpretations.  | discussion of other relevant interpretations.  |
| **5 marks**  | **0-1 mark**  | **2 marks**  | **3 marks**  | **4 marks**  | **5 marks**  |