

Year 10 Home Learning English Literature Booklet

Activities by Miss Niblett

Summer Term: Power and Conflict Poetry

Week 6: Complete a study of 'The Prelude'.

Use the link to Mr Bruff analysis video. <https://www.youtube.com/watch?v=5g3l1E1gHiM>

Week 7: Complete a study of 'Storm on the Island'.

Use the link to Mr Bruff analysis video. https://www.youtube.com/watch?v=Sgsu_WgO9GY

Week 8: Comparison essay planning and preparation

Use the link to Mr Bruff's analysis video to help with this week's learning.

https://www.youtube.com/watch?v=d_Egz2bDQ0o&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk and www.youtube.com/watch?v=T9h_csKEwxg

Week 9: Full Comparison Essay

Where do you complete the work?

Complete all work in your Literature GCSE exercise book.

- If you would like your teacher to mark one piece of work following your weekly tasks, please email a picture to your teacher and wait for their feedback.

You are expected to email a completed question to your teacher once every two weeks.

Guidance

Where information appears in a **red box** get the relevant information into your books. It will either be new knowledge or a knowledge recap.

Where a subheading is in **red**, it is important that you **try the tasks and activities** stated in the booklet.

Help:

Remember to use **GCSE Pod** to find the pods that are relevant to your weekly learning. **Links to the relevant pod areas:**

Power and Conflict Poetry

<https://members.gcsepod.com/shared/podcasts#6002/6062/8122>

Literature Skills

<https://members.gcsepod.com/shared/podcasts#6002/6062/8586>

Mr Bruff Revision Channel

<https://www.youtube.com/user/mrbruff>

Summer Term Week 6: Power and Conflict Poetry

Learning Objective: To be able to explore the poem

Extract from, The Prelude – William Wordsworth (pages 28-29 of your anthology)



TASK ONE: Write a 200 word description inspired by this image.

Links to:
Language Paper 1 Question 5

Task Two: Match the Key Word to their definition.

Key Word		Definition
Pentameter		The repetition of 's' sounds.
Volta		A turning point in a poem's tone or meaning.
Pastoral		A rhythm using 5 beats in a line.
Blank Verse		The repetition of consonant sounds.
Oxymoron		Images of nature as beautiful.
Sibilance		Unrhymed verse in iambic pentameter.
Consonance		Two opposing ideas placed together.

Make notes
on the
information in
the **RED** box.

Poem Summary

The boy *steals/borrows/takes* a boat and rows out into the lake. He rows *slowly/skilfully/enthusiastically*, keeping a straight course by aiming for a ridge's *summit/huge peak/grim shape*. The growing size of one of the peaks *terrifies/unnerves/disturbs* him and he turns around. He leaves the boat where he found it and returns home, but for days afterwards is disturbed by *nightmares/ghostly images/dark thoughts*.

Extract from 'The Prelude' by William Wordsworth

One summer evening (led by her) I found
A little boat tied to a willow tree
Within a rocky cove, its usual home.
Straight I unloosed her chain, and stepping in
Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
Until they melted all into one track
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
The horizon's utmost boundary; far above
Was nothing but the stars and the grey sky.
She was an elfin pinnace; lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct,
Upreared its head. I struck and struck again,
And growing still in stature the grim shape

Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, –
And through the meadows homeward went, in grave
And serious mood; but after I had seen
That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams.

TASK THREE: Re-read the poem summary and for each sentence select the most appropriate green word.

The boy *steals/borrows/takes* a boat and rows out into the lake. He rows *slowly/skilfully/enthusiastically*, keeping a straight course by aiming for a ridge's *summit/huge peak/grim shape*. The growing size of one of the peaks *terrifies/unnerves/disturbs* him and he turns around. He leaves the boat where he found it and returns home, but for days afterwards is disturbed by

TASK FOUR: Structure

The tone (mood) of first half of the poem is generally positive, but is negative in the second half. The mood turns at the moment below. Using your worksheet, discuss and annotate the following:

1. What is it about this moment that scares the speaker?
2. How is the power of nature expressed?
3. Challenge: in which line(s) is there an upset to the iambic pentameter (10-beat ti-**tum**) rhythm? Why is this used?

William Wordsworth (1770-1850) is one of the most famous poets in the history of English Literature. He was born in Cumbria, part of the region commonly known as the Lake District, and his birthplace had a huge influence on his writing.

Had a close friendship with Samuel Taylor Coleridge . Together they helped begin the Romantic movement. The Prelude was dedicated to Coleridge.

Make notes
on the
information in
the **RED** box.

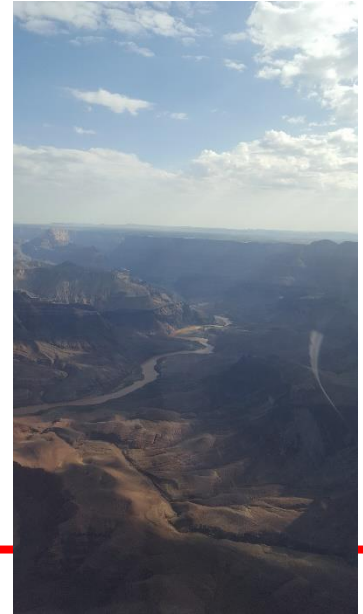


Romanticism Recap

- Romanticism was a school of thinking which believed in restoring the balance between man and nature. They believed that emotion was a key element to poetry.
- Romantic poets were influenced by the French Revolution. They detested the absolute power of monarchies (kings) . They instead focused on the **the power of nature.**
- Romanticism can be viewed as a reaction to the reason and scientific outlook of the Enlightenment . Romantic poets
- eschewed convoluted verse in favour of easy to understand
- poetry for the common man. They saw it as their duty to

Make notes
on the
information in
the **reD** box.

A key idea in Romantic poetry is the concept of the **sublime**. This term conveys the feelings people experience when they see awesome landscapes, or find themselves in extreme situations which elicit both fear and



Make notes on the form of the poem:

- The extract is an autobiographical **first person narrative**. How do we know this? What impact does it have?
- It sounds personal and give the reader an insight into the innermost thoughts of the speaker
- The poem has a **regular rhythm** that makes it sound like natural speech. This is achieved through **caesura and enjambment**
- The poet employs **blank verse (iambic pentameter** – 10 syllables in each line) Traditionally this form was used to discuss serious issues, or as a conduit for powerful and noble protagonists eg Macbeth
- *The Prelude* can definitely be viewed as an **epic poem**, in length at least. Epics are very long pieces of writing that usually deal with exciting, action-packed heroic events like wars or explorations. Although many of the events Wordsworth writes about are 'ordinary' they are given an epic quality, to fully describe the impact they had on his life.
- There are no stanzas: the writing is continuous though there is plenty of punctuation to help us read it. This extract is a complete story in itself. It starts with "One summer evening..." and finishes with the effects on his mind of the boat trip: "a trouble to my dreams".
- The Prelude is conversational, as if Wordsworth is sat next to us, telling us the story himself. The poet uses "and"s throughout to give the verse a breathless quality. Listen carefully next time someone tells you a story: there will be lots of 'and's used.

MINI ESSAY – 500 words

How does Wordsworth present the power of nature in 'Extract from The Prelude'?

Use quotations to support your points.

Remember: *What? How? Why? And Context*

Or use
SEIZE

Submit this response on GCSEpod for feedback.

Summer Term Week 7: Power and Conflict Poetry
'Storm on the Island' Seamus Heaney

Learning Objective: To be able to explore the poem

Do Now Drill: Extract from, The Prelude.

1. What was considered to be a huge influence for Wordsworth's writing?
2. Together with Taylor Coleridge, they created the _____ movement.
3. Romantic poets were influenced by _____. They detested the absolute power of _____ the _____.
4. Wordsworth's 'The Prelude' is written in:
 - a) Third person narrative
 - b) First person narrative
 - c) Second person narrative
5. What language technique is used in the first line of 'The Prelude'?
6. What is the effect of the language technique used in the first line?

TASK ONE: Consider the title of the poem. Predict what big ideas the poem will explore by completing the following activities. Write your answers as annotations around the title:

1. Highlight two key words in the title and explore their connotations. What do they make you think of? Try and consider at least three ideas for each.
2. Explain why you think the title says 'the island' instead of 'an island'.
3. Now summarise your predictions and notes into THREE words. These words should be the big ideas you think Heaney will discuss in his poem.

Storm on the Island

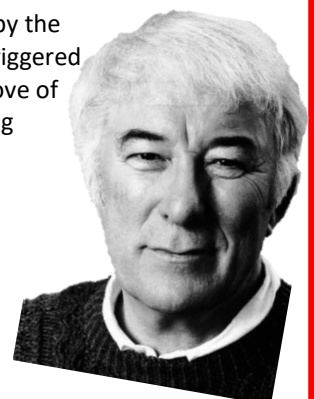


Ireland's most celebrated living poet, Heaney was awarded the Nobel Prize for Literature in 1995, "for works of lyrical beauty and ethical depth, which exalt everyday miracles and the living past".

Seamus Heaney was born in County Derry, Northern Ireland in 1939. At the age of 12, he won a scholarship to a Catholic boarding school, and it was there he received news of the death of his young brother - an incident remembered in his poems The Blackbird of Glanmore and Mid-Term Break: 'A four foot box, a foot for every year.' Heaney went on to study English at Queen's University Belfast before training as a teacher.

Heaney's first book, Death of a Naturalist (1966), contained rich depictions of his rural upbringing but by the 1970s, as Ireland's troubles increased, his work took a more political turn. Heaney's poems are often triggered by small, intimate memories. The Shipping Forecast, also known as Glanmore Sonnet VII, typifies his love of place names, and joy of the sound of words. Fascinated by folklore, he also published an award-winning translation of Beowulf.

Heaney has held Professorships at Harvard, and was Oxford Professor of Poetry. Despite having a foot both sides of the border, Heaney has resolutely identified himself as Irish, famously protesting against his inclusion in the Penguin Book of Contemporary British Poetry with the lines, 'Be advised, my passport's green/ No glass of ours was ever raised/ To toast the Queen.'



TASK TWO: Read the poem and answer the following questions in full sentences.

Storm on the Island

We are prepared: we build our houses squat,
Sink walls in rock and roof them with good slate.
The wizened earth had never troubled us
With hay, so as you can see, there are no stacks
Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean - leaves and branches
Can raise a chorus in a gale
So that you can listen to the thing you fear
Forgetting that it pummels your house too.
But there are no trees, no natural shelter.
You might think that the sea is company,
Exploding comfortably down on the cliffs
But no: when it begins, the flung spray hits
The very windows, spits like a tame cat
Turned savage. We just sit tight while wind dives
And strafes invisibly. Space is a salvo.
We are bombarded by the empty air.
Strange, it is a huge nothing that we fear.

- 1) What is happening in this poem? Explain your ideas in no more than four sentences.
- 2) What kind of storm is Seamus Heaney describing? Try and use a short quotation in your answer.
- 3) How would you describe the speaker's tone of voice in the poem? Do they feel calm, uncertain, angry, fearful or perhaps something else? Does the tone change as the poem progresses? Explain your ideas.

TASK THREE: Write the definitions for each word and explain what they mean in the poem's context. Look at the example below to help you. Once you have finished adding your definitions, check the answers in the back of the booklet immediately to avoid any errors and misconceptions. There will be a chance for you to visually represent each word at the end of this activity as well.

Word	Add the definition	Read the word in context	What does the line mean?
squat	<i>Short and Wide</i>	'We are prepared: we build our houses squat '	<i>The poet is saying the residents of the island have built their houses short so they are not damaged by the weather like they would be if they were tall.</i>
wizened		'The wizened earth had never troubled us.'	
stooks		'there are no stacks or stooks that can be lost.'	
pummels		'you listen to the thing you fear forgetting that it pummels your house too.'	
strafes		'We just sit tight while wind dives and strafes invisibly.'	
salvo		'Space is a salvo , we are bombarded with the empty air.'	

TASK FOUR: Complete the 'find it, highlight it, annotate it' task by looking at the line number each question directs you to, highlighting what is needed and answering the questions as annotations on your poem

1. **Line 1** – Highlight the pronouns 'we' – Why does Heaney use these pronouns? What impression does it create of those who live on the island?
2. **Line 1** – Circle the caesura – What does the pause reveal about how the speaker is really feeling?
3. **Line 1 and 2** – Underline the words 'prepared', 'squat' and 'good slate' – Explain how these words create a sense of security.
4. **Line 3** – Highlight the adjective 'wizened' – What impression are we given of the island from this adjective?
5. **Lines 1-5** – No need to highlight anything here – Write a brief comment about the tone and atmosphere of these first five lines.
6. **Line 6** – Highlight the noun 'company' – This noun is used twice in the poem. Why might someone want company in a dangerous situation?
7. **Line 7** – Highlight the word 'blast' – What is the effect of placing this word on a different line instead of putting it in the line above?
8. **Line 7** – Circle the caesura used in this line – Why does the writer want the reader to pause after this word specifically?
9. **Line 7** – Highlight the direct address used in this line – Who do you think the speaker is talking to in this poem?
10. **Line 8** – Highlight 'a tragic chorus in a gale' – Which language device is being used here, what aspect of the storm is the line describing and why describe it as tragic?
11. **Line 9** – Highlight both uses of direct address – Why does the writer repeat this use of direct address?
12. **Line 9** – No need to highlight anything here – What *is* the thing that people fear?
13. **Line 10** – Highlight the word 'pummels' – What impression does it give readers of how the storm has hit?
14. **Lines 6-10** – No need to highlight anything – Explain how the tone and atmosphere is beginning to change from the first five lines.
15. **Lines 11** – Highlight the repetition of 'no' – Explain how Heaney is creating a sense of helplessness.
16. **Lines 13** – Highlight 'exploding comfortably' – What language device is this? (Where two opposing words are placed directly next to each other) What impression does it give of the sea?
17. **Lines 14-16** – Highlight every time there is an 's' in these lines – Repeated 's' sounds are called sibilance. Consider what kind of sounds are created when the writer repeats the letter 's' and why the writer would want to create this sound in these lines specifically. (Try saying the words out loud)
18. **Line 15** – Highlight the simile in this line – Why does Heaney compare the storm to 'a tame cat turned savage'?
19. **Line 16** – Circle the word 'savage' – What are the connotations of the word savage? What does it make you think of?
20. **Lines 17-18** – Highlight the words 'salvo' and 'bombarded' – These are military terms. Why do you think Heaney has used them to describe a storm?
21. **Line 18** – Nothing to highlight here – What image does 'bombarded' create of the power of the storm?
22. **Line 19** – Highlight 'huge nothing' – Why are the people on the island powerless against the storm?

Context

The poem was first published in the collection *Death of a Naturalist* in 1966.

The title *Storm on the Island* is blunt and explicit. Despite the lack of a named location, the 'Storm' in the title is code for Stormont, the Northern Island seat of Government, a bit like the House of Parliament are the seat of the UK Government. (Note the first few words of the title spell 'Stormont'). Moreover, Island is a [homophone] of Ireland which further conveys the poem is about Ireland. Therefore, this is a poem about a metaphorical storm, that of the Northern Ireland Troubles. Heaney rarely wrote directly about the conflict, and this poem's obliqueness is characteristic.

This doesn't prevent the poem from being read literally. It still works as a description of fierce weather or a description of any conflict in any place. Although the poet refers to 'we' throughout, there is a subtle hint of loneliness; of man pitted against the elements, and man pitted against political strife.

The Troubles, also called the 'Northern Ireland conflict', was a violent conflict from about 1968 to 1998 in Northern Ireland between the overwhelmingly Protestant unionists (loyalists), who wanted Northern Ireland to remain part of the United Kingdom, and the overwhelmingly Roman Catholic nationalists (republicans), who wanted the area to become part of the Republic of Ireland. The other major players in the conflict were the British army, Royal Ulster Constabulary (RUC), and the Ulster Defence Regiment (UDR; from 1992 called the Royal Irish Regiment). They believed their purpose was to play a peacekeeping role, most prominently between the nationalist Irish Republican Army (IRA), which viewed the conflict as a small war for national independence, and the unionist paramilitary forces, which labelled the IRA's aggression as terrorism.

Marked by street fighting, sensational bombings, sniper attacks, roadblocks, and imprisonment without trial, the confrontation had the characteristics of a civil war. Some 3,600 people were killed and more than 30,000 more were wounded before a peaceful solution, which involved the governments of both the United Kingdom and Ireland, was effectively reached in 1998, leading to a power-sharing arrangement in the Northern Ireland Assembly at Stormont.



TASK FIVE: Re-read the poem again, know what you now know about The Troubles. Explain in full sentences how 'Storm on the Island' could be read as an account of conflict and fighting.

MINI ESSAY – 500 words

How does Heaney present the power of nature in the 'Storm on the Island'?

Use quotations to support your points.

Remember: *What? How? Why? And Context*



Or use
SEIZE

Submit this response on GCSEpod for feedback.

Summer Term Week 8: Power and Conflict Poetry

To be able to access this work you must have completed workbook one.

Learning Objective: To be able to begin to compare two poems.

In your exam, you will be required to compare two poems out of the fifteen you have studied in the poetry anthology. The exam board will name one of the poems you have to write about and you get to choose the other. In the real thing, choose carefully. Some poems go better together than others. Here is an example question. AQA will provide you with a copy of the poem you have to write about but will not give you a copy of the poem you choose to compare it to.

Make notes
on the
information in
the **Red** box.

Compare the ways poets present ideas about nature in 'Storm on the Island' and one other poem from 'Power and Conflict.

Storm on the Island

We are prepared: we build our houses squat,
Sink walls in rock and roof them with good slate.
The wizened earth had never troubled us
With hay, so as you can see, there are no stacks
Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean - leaves and branches
Can raise a chorus in a gale
So that you can listen to the thing you fear
Forgetting that it pummels your house too.
But there are no trees, no natural shelter.
You might think that the sea is company,
Exploding comfortably down on the cliffs
But no: when it begins, the flung spray hits
The very windows, spits like a tame cat
Turned savage. We just sit tight while wind dives
And strafes invisibly. Space is a salvo.
We are bombarded by the empty air.
Strange, it is a huge nothing that we fear.

(30 marks)

This question is asking you to compare how poets present ideas about power of nature in 'Storm on the Island' and one other poem. 'Nature' is the key word in the question.

Task One: Complete the task below on the key word 'power'.

Write a new definition in your own words:

Use the term correctly in a sentence:

nature

the phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations.

Write a question where the word is the answer:

Think of other words that mean the same thing (synonyms) and make a list below:

Drawn an icon/symbol to illustrate the key word:

Task Two: Knowledge retrieval grid.

Answer the questions as best you can. Add in any missing gaps in knowledge in a different colour pen. The ideas in this grid are what you are going to be writing about so ensure you are paying attention when answering. The questions in grey are to do with 'Storm on the Island' and the questions in red are for 'The Prelude.' All questions have been covered in the previous booklets you have completed.

What is the form of Wordsworth's 'The Prelude'?

How is man's arrogance explored in 'Storm on the Island'?

Why does the speaker describe his boat as an 'elfin pinnace'?

'The flung spray... _____ like a _____ cat turned savage.'

'It is a huge nothing that we fear.' – What does this mean?	'A _____ peak, _____ and huge.'	'Storm on the Island' is written in blank verse. What does this mean?	How is nature presented at the beginning of 'The Prelude'?
Wordsworth was a Romantic poet. What does this mean?	What are the first three words of 'Storm on the Island'?	What happens to the speaker's arrogance in 'The Prelude' and why?	What are the violent verbs Heaney uses in 'Storm on the Island' to present the effects of the weather?

Task Three: Both 'Storm on the Island' and 'Extract from The Prelude' have been written because the poets themselves have something to say about power, a message they want readers to know and understand. Complete each analytical verb to help you consider what that message might be.

Example: **Perhaps Heaney has written 'Storm on the Island' to reveal how destructive storms can be..**

Perhaps Heaney has written 'Storm on the Island':	Perhaps Wordsworth presents the mountain as scary:
to criticise	to reveal
to teach	to explore
to warn	to imply
to reveal the importance of	to comment



'What', 'How' and 'Why'.

Essay writing can be hard, so it is important to make it as easy for yourself as you possibly can. To help you answer the question (on the first page if you have forgotten it!), break down what you need to do into three sub-questions, these being:

- **What** is the writer saying about power?
In this part of your paragraph you should comment on what message the writer is trying to get across to their readers about power.
- **How** is the writer presenting power?
In this part of your paragraph, you should discuss how the writer is presenting this message. What language methods (simile, metaphor, personification, symbolism etc) are they using? Why have they included certain vocabulary? How do these methods help present the writer's message?
- **Why** is the writer presenting power in this way?

In this part of your paragraph, you should explain why the writer wants to present power in this way. This is where your analytical verbs come in useful. You should discuss what the writer is criticising, revealing, teaching and revealing the importance of etc

Task Four: There are two example paragraphs below. One is a 5+ answer and the other is a 7+ answer. See if you can find the what, how and why in just ONE of the paragraphs by highlighting or annotating the text.

5+ answer

Both 'My Last Duchess' and 'Ozymandias' use pieces of art to present their ideas about how power is damaging. The painting in Browning's poem and the statue in Shelley's reveal those who are powerful to be self-centred and arrogant.

Both Shelley and Browning highlight the dangers of possessing too much power. Shelley, for example, uses the symbol of a 'vast' and 'colossal' statue, built by slaves, to represent this power. Perhaps Shelley uses these adjectives to depict the size of what Ozymandias has built to boast to others that he is someone who should be feared. 'Colossal' suggests he is strong and powerful. Similarly, Browning uses a painting of the Duke's late wife to represent the Duke's power. When showing this painting to a visitor, he describes her as 'my last Duchess'. 'My' implies he sees her as nothing but one of his possessions, just like the painting. He hides the painting behind a curtain, only drawing it for certain people which suggests that even in death, he wants to control her. This contrasts with 'Ozymandias' where Ramses II wants his power to be on show. The poets may be presenting power in this way to criticise those who misuse their power.

7+ answer

Both 'My Last Duchess' and 'Ozymandias' use pieces of art to present their ideas about the destructive nature of power. The painting in Browning's poem and the statue in Shelley's reveal those who are powerful to be self-centred, arrogant and hubristic.

Shelley's symbol of a 'vast' and 'colossal' statue, built by slaves, represents this power and hubris. Perhaps he uses these adjectives to depict the size of what Ozymandias has constructed to boast to others that he is someone who should be feared. 'Colossal' not only gives readers an impression of how huge the statue is but could also imply solidity, strength and power. Similarly, Browning uses the symbol of a painting of the Duke's late wife to represent the Duke's power. When showing this painting to a visitor, he describes her as 'my last Duchess'. The determiner 'my' implies he sees her as nothing but one of his possessions, just like the painting. He hides the painting behind a curtain, only drawing it for certain people which suggests that even in death he wants to control her and more specifically, who sees her, perhaps because he could not do this when she was alive. This contrasts with 'Ozymandias' where Ramses II's power is so great as the self-proclaimed 'king of kings' that he flaunts it, wanting all to recognise it. The poets may be presenting power in this way to criticise authoritarian rule and the corrupting nature of obsession. Both Ozymandias and the Duke are so concerned with their status that they seem to neglect everything and everyone around them. They clearly believe their power will immortalise them and so the poets may also be teaching readers a lesson: power is ephemeral. It will always end in one way or another and so should be used for good instead of self-preservation and gain.

Task Five: 'Storm on the Island' Knowledge Drill

1. Who is the conflict between in the poem?
2. What technique is used in the phrase 'exploding comfortably'?
3. Explain why the poem could be an extended metaphor.
4. Find a quote for the following themes:
 - i) Nature vs Man
 - ii) Isolation
 - iii) Helplessness
5. Do you think the speaker likes living on the island? Give a reason or your response.
6. Look at the example below. What technique has been used? **'when it blows full blast: you what I mean – leaves and branches can raise a tragic chorus in a gale'**
7. Explain your choice for question 6.

Summer Term Week 9: Power and Conflict Poetry

Learning Objective: To be able to compare two poems

Full Essay 1000 - 1500

Compare the ways poets present ideas about the power of nature in 'Storm on the Island' and 'Extract from The Prelude'.

Don't forget to include:

- Clear points at the beginning of each paragraph which relate to the question
- Quotations
- Single word analysis (*The adjective, '...' suggests...*)
- Authorial intent (*What the writer is doing and why they are doing it. Don't forget your analytical verbs!*)

Remember, you should also focus on the comparison element. You are looking for similarities and differences in the poem. This means you should use words and phrases like: *on the other hand, similarly, alternatively*. Look back at the example answers to help you if needed. On the first two pages of this essay, I have included a structure strip to help you put your first paragraph together.

INTRODUCTION: Start by summarising how nature is presented in 'Storm on the Island' and 'Extract from The Prelude.'

Both 'Storm on the Island' and 'The Prelude' present nature as...

WHAT: Explain what the writer is telling us about power of nature in one poem.

Heaney presents the power of nature as ... and ... in 'Storm on the Island'.

HOW: Now explain how the writer is presenting nature in this way. Use quotations and analyse single words in your answer.

This is particularly evident when Heaney writes, '...' Perhaps he uses the word '...' because... Furthermore...

WHAT COMPARISON: Now look at the other poem. Consider what the second writer is telling us about nature. Use a connective like: *on the other hand, similarly, alternatively*

Similarly, Wordsworth, in 'The Prelude', presents nature as... and ...

HOW: Now explain how the second writer is presenting nature in this way. Use quotations and analyse single words in your answer.

When Wordsworth writes, '...' we see nature is... because... The word, '...' suggests...

WHY: Now explain why the writers are presenting nature in the way they are. Don't forget your analytical verbs and look back in the booklet to help you work out how to extend your comments on authorial intent.

Perhaps the writers are presenting nature in this way because they wish to criticise/teach/reveal the importance of...

Well done! You have put your first paragraph together. Now repeat the process for your second paragraph. **Aim for three detailed paragraphs in all.**

If you are stuck, you could talk about:

- how nature can be overbearing and destructive.
- how in the Prelude man is scared of nature, where in 'Storm on the Island' they are prepared.

Submit this response on GCSEpod for feedback.

