Mr Pryke's Revision Notes

POWER AND CONFLICT

Poetry Anthology

AQA GCSE ENGLISH LITERATURE

POEMS, THEMES & INTERPRETATIONS

GRADES 4–6



Name: _____

Class: _____

Mr Pryke’s Revision Notes

POWER & CONFLICT

CONTENTS • GRADES 4–6

Your guide to the poems, themes and comparison skills.

Ozymandias	3
London	4
Extract from The Prelude	5
My Last Duchess	6
The Charge of the Light Brigade	7
Exposure	8
Storm on the Island	9
Bayonet Charge	10
Remains	11
Poppies	12
War Photographer	13
Tissue	14
The Emigrée	15
Checking Out Me History	16
Kamikaze	17

COMPARISON SUPPORT

Theme Comparisons	18
Build a Clear Comparison	19

Mr Pryke's Revision Notes

OZYMANDIAS

Percy Bysshe Shelley

GRADES 4–6

WHAT HAPPENS?

A traveller describes a broken statue of a once-powerful king. The king's proud words remain, but his kingdom has vanished. Only desert surrounds the ruins.

POWER | **PRIDE** | **NATURE**

THE BIG IDEA

Shelley shows that human power does not last forever. Time and nature are stronger than even the proudest ruler.

4 KEY QUOTATIONS

1. BROKEN POWER

'Two vast and trunkless legs of stone'

Method: contrast between 'vast' and 'trunkless'.
Meaning: The huge statue is broken and incomplete.
Effect: The king's power has not survived.

2. A CRUEL RULER

'sneer of cold command'

Method: 'cold' suggests a lack of kindness.
Meaning: The statue's face shows a proud, cruel expression.
Effect: The king seems interested in control rather than caring for people.

3. THE KING'S PRIDE

'Look on my Works, ye Mighty, and despair!'

Method: imperative 'Look'.
Meaning: The king orders other rulers to admire his achievements.
Effect: His boast is ironic because his kingdom is now gone.

4. NATURE LASTS

'The lone and level sands stretch far away'

Method: alliteration of 'l'.
Meaning: Empty desert stretches around the ruined statue.
Effect: Nature appears greater and more lasting than human power.

FORM AND STRUCTURE

- **Sonnet:** the fourteen-line poem explores the king's pride and downfall.
- **Contrast:** the proud inscription is followed by 'Nothing beside remains.'
- **Ending:** the focus shifts from the ruler to the vast desert.

USEFUL CONTEXT

Shelley opposed rulers who abused their power. Ozymandias is another name for Ramesses II, an ancient Egyptian pharaoh.

BUILD YOUR ANSWER

Shelley presents power as…
The word '…' suggests…
This warns the reader that…



Mr Pryke's Revision Notes

LONDON

William Blake

GRADES 4–6

WHAT HAPPENS?

The speaker walks through London and sees and hears suffering everywhere. He criticises the powerful institutions that fail to protect ordinary people.

CONTROL **SUFFERING** **INJUSTICE**

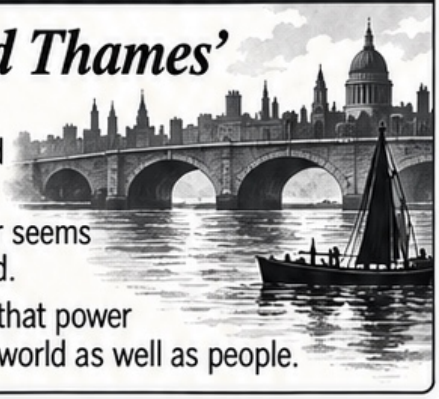
THE BIG IDEA

Blake presents a city where people lack freedom. He challenges the power of institutions that allow suffering to continue.

4 KEY QUOTATIONS

1. A CONTROLLED CITY

'the charter'd Thames'



Method: repeated word 'charter'd'.

Meaning: Even the river seems owned and controlled.

Effect: Blake suggests that power restricts the natural world as well as people.

2. TRAPPED MINDS

'The mind-forg'd manacles'



Method: metaphor comparing mental limits to chains.

Meaning: Beliefs and fear can make people feel trapped.

Effect: Oppression controls their thinking as well as their lives.

3. INNOCENT SUFFERING

'Chimney-sweepers cry'



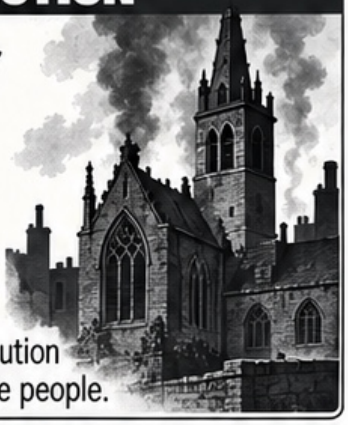
Method: sound imagery.

Meaning: Children working as chimney sweepers are suffering.

Effect: Their cries draw attention to the mistreatment of vulnerable children.

4. FAILED PROTECTION

'Every blackning Church appalls'



Method: 'blackning' suggests dirt and moral corruption.

Meaning: The Church is linked to the suffering around it.

Effect: Blake criticises an institution that should protect vulnerable people.

FORM AND STRUCTURE

- **Four quatrains:** the regular four-line stanzas suggest restriction.
- **ABAB rhyme scheme:** the repeated pattern suggests people are trapped.
- **Repeated 'every':** emphasises that suffering is widespread.



USEFUL CONTEXT

Blake wrote when poverty and child labour were common. He criticised powerful institutions, including the Church and monarchy.

BUILD YOUR ANSWER

Blake presents London as…
The word '…' suggests…
This criticises the way…



Mr Pryke's Revision Notes

EXTRACT FROM

THE PRELUDE

William Wordsworth

GRADES 4–6

WHAT HAPPENS?

A boy takes a boat and rows across a lake. At first he feels confident, but a huge mountain frightens him. He returns the boat, yet the experience troubles his thoughts and dreams.

NATURE **FEAR** **GROWING UP**

THE BIG IDEA

Wordsworth shows that nature is more powerful than people. The experience challenges the boy's confidence and changes how he sees the world.

4 KEY QUOTATIONS

1. CONFIDENCE



'Proud of his skill'

Method: the adjective 'Proud'.
Meaning: The boy admires his ability to row.
Effect: His early confidence contrasts with his later fear.

2. NATURE'S SIZE



'a huge peak, black and huge'

Method: repetition of 'huge'.
Meaning: The mountain seems enormous and threatening.
Effect: The boy feels small beside nature's power.

3. A THREATENING PRESENCE



'with purpose of its own / Strode after me'

Method: personification of the mountain.
Meaning: It seems to follow him like a living creature.
Effect: Nature appears powerful and beyond his control.

4. LASTING FEAR



'were a trouble to my dreams'

Method: the word 'trouble' suggests distress.
Meaning: Memories of the experience disturb his sleep.
Effect: Nature continues to affect his mind after he leaves the lake.

FORM AND STRUCTURE

- **First-person voice:** the adult speaker remembers a childhood experience.
- **Blank verse:** unrhymed lines have a mainly regular rhythm.
- **Change in tone:** pleasure and confidence give way to fear and uncertainty.

USEFUL CONTEXT

Wordsworth was a Romantic poet who valued nature and childhood. The *Prelude* explores experiences that shaped his life and imagination.

BUILD YOUR ANSWER

Wordsworth presents nature as…
The word '…' suggests…
This makes the boy seem…



Mr Pryke's Revision Notes

MY LAST DUCHESS

Robert Browning

GRADES 4–6

WHAT HAPPENS?

The Duke shows a visitor a painting of his dead wife. He complains that she was too easily pleased. He hints that he ordered her death and is now arranging another marriage.

★ POWER ★ PRIDE ★ JEALOUSY

THE BIG IDEA

Browning presents the Duke as proud and controlling. His own words reveal how badly he treated his wife.

4 KEY QUOTATIONS

1. POSSESSION



'That's my last Duchess painted on the wall'

Method: possessive pronoun 'my'.
Meaning: The Duke speaks as if the Duchess belongs to him.
Effect: He treats her like one of his possessions.

2. PRIDE



'My gift of a nine-hundred-years-old name'

Method: 'gift' suggests something valuable.
Meaning: The Duke is proud of his old, important family.
Effect: He thinks his wife should be grateful to have married him.

3. JEALOUSY



'too soon made glad, / Too easily impressed'

Method: repetition of 'too'.
Meaning: He complains that she finds joy in ordinary things.
Effect: Her friendliness makes him jealous because he wants all her attention.

4. CONTROL



'I gave commands; / Then all smiles stopped together.'

Method: 'commands' suggests power.
Meaning: This hints that he ordered her death.
Effect: He speaks calmly, making his cruelty more disturbing.

FORM AND STRUCTURE



- **Dramatic monologue:** only the Duke speaks. We never hear the Duchess's side.
- **Rhyming couplets:** pairs of rhyming lines suggest order and control.
- **Enjambment:** sentences run across lines, making his speech sound like a conversation.



USEFUL CONTEXT

The poem is set in Renaissance Italy, where powerful noblemen could expect wives to obey them. Browning questions this abuse of power.

BUILD YOUR ANSWER

Browning presents the Duke as…
The word '…' suggests…
This makes the reader see him as…



Mr Pryke's Revision Notes

THE CHARGE OF THE LIGHT BRIGADE

Alfred, Lord Tennyson

GRADES 4–6

WHAT HAPPENS?

Six hundred cavalrymen charge towards enemy guns after a mistaken order. Many are killed or wounded. The poem honours their bravery despite the failed attack.



COURAGE



OBEDIENCE



REMEMBRANCE

THE BIG IDEA

Tennyson praises the soldiers' courage while acknowledging a mistake by those in command. Their sacrifice deserves to be remembered.

4 KEY QUOTATIONS

1. FAILED LEADERSHIP

'Someone had blunder'd'



Method: 'blunder'd' means made a serious mistake.
Meaning: An error in command has sent the soldiers into danger.
Effect: The leaders' mistake contrasts with the soldiers' bravery.

2. UNQUESTIONING DUTY

'Theirs not to reason why, Theirs but to do and die'



Method: repetition of 'Theirs'.
Meaning: The soldiers must obey rather than question their orders.
Effect: Their obedience puts their lives at risk.

3. DEADLY DANGER

'Into the jaws of Death'



Method: personification of Death.
Meaning: The battlefield seems like a creature ready to swallow them.
Effect: The danger makes their courage seem even greater.

4. REMEMBERING COURAGE

'Honour the Light Brigade'



Method: imperative 'Honour'.
Meaning: The reader is told to respect the soldiers.
Effect: The ending keeps their bravery alive in public memory.

FORM AND STRUCTURE

- **Galloping rhythm:** echoes horses charging into battle.
- **Repetition:** creates momentum and emphasises danger.
- **Final stanza:** shifts from telling the story to asking us to honour the men.



USEFUL CONTEXT

The poem describes a real charge during the Crimean War in 1854. Confused orders sent British cavalry towards a heavily defended position.

BUILD YOUR ANSWER

Tennyson presents the soldiers as…
The word '…' suggests…
This encourages the reader to…



Mr Pryke's Revision Notes

EXPOSURE

Wilfred Owen

GRADES 4–6

WHAT HAPPENS?

Soldiers wait in freezing trenches during the First World War. They suffer from cold, fear and exhaustion. Some die without taking part in a battle.

★ NATURE ★ SUFFERING ★ HOPELESSNESS

THE BIG IDEA

Owen shows that war brings suffering even when there is no fighting. The weather becomes a deadly enemy.

4 KEY QUOTATIONS

1. NATURE ATTACKS



'merciless iced east winds that knive us'

Method: personification of the wind.
Meaning: The wind attacks like a soldier with a knife.
Effect: Nature seems cruel and dangerous.

2. ENDLESS WAITING



'But nothing happens.'

Method: repeated refrain.
Meaning: The soldiers keep waiting for something to change.
Effect: Their situation feels hopeless and never-ending.

3. LOSS OF FAITH



'For love of God seems dying.'

Method: 'dying' suggests a loss of hope.
Meaning: The soldiers struggle to feel God's love.
Effect: War damages their faith as well as their bodies.

4. DEATH AND COLD



'All their eyes are ice'

Method: metaphor comparing eyes to ice.
Meaning: The dead soldiers' eyes are frozen.
Effect: The image shows the deadly power of the cold.

FORM AND STRUCTURE



- **Eight five-line stanzas:** the regular pattern suggests repeated suffering.
- **Short final lines:** each stanza ends abruptly, emphasising helplessness.
- **Repeated ending:** 'But nothing happens.' leaves the suffering unresolved.



USEFUL CONTEXT

Owen served in the First World War.
His poetry shows the suffering of soldiers rather than presenting war as glorious.

BUILD YOUR ANSWER

- Owen presents the soldiers as…
- The word '…' suggests…
- This shows that war…



Mr Pryke's Revision Notes

STORM ON THE ISLAND

GRADES 4–6

Seamus Heaney

WHAT HAPPENS?

Islanders prepare their homes for a storm. As the wind and sea become violent, their confidence gives way to fear.

NATURE | **FEAR** | **COMMUNITY**

THE BIG IDEA

Heaney shows that people cannot fully control nature. Even a well-prepared community can feel afraid.

4 KEY QUOTATIONS

1. CONFIDENCE

'We are prepared'



Method: collective pronoun 'We'.

Meaning: The islanders face the storm together.

Effect: The opening makes them sound confident and united.

2. NATURE TURNS VIOLENT

'spits like a tame cat / Turned savage'



Method: simile comparing the sea to a cat.

Meaning: Something familiar suddenly becomes dangerous.

Effect: Nature seems unpredictable and threatening.

3. NATURE ATTACKS

'We are bombarded by the empty air'



Method: military language in 'bombarded'.

Meaning: The wind attacks like weapons in a battle.

Effect: The islanders seem powerless against the storm.

4. FEAR OF THE UNSEEN

'a huge nothing that we fear'



Method: contrast between 'huge' and 'nothing'.

Meaning: The wind is invisible, but its force is real.

Effect: Something we cannot see can still frighten us.

FORM AND STRUCTURE

- **One continuous stanza:** suggests a community holding together.
- **Blank verse:** unrhymed lines with a mainly regular rhythm sound like natural speech.
- **Change in tone:** the confident opening shifts to fear at the end.



USEFUL CONTEXT

Heaney grew up in rural Northern Ireland. The poem explores life in an exposed landscape where people must adapt to powerful weather.

BUILD YOUR ANSWER

Heaney presents nature as...
The word '...' suggests...
This makes the islanders seem...



Mr Pryke's Revision Notes

BAYONET CHARGE

Ted Hughes

GRADES 4–6

WHAT HAPPENS?

A soldier runs across a battlefield towards the enemy. He briefly questions why he is fighting, but fear drives him onwards.

★ FEAR ★ PATRIOTISM ★ SURVIVAL

THE BIG IDEA

Hughes shows the terrifying reality of battle. The soldier's wish to survive becomes more important than patriotic ideas.

4 KEY QUOTATIONS

1. SUDDEN ACTION

'Suddenly he awoke and was running'



Method: in medias res — starting in the middle of the action.
Meaning: We meet the soldier already charging.
Effect: The opening feels sudden and confusing, like battle itself.

2. INNOCENT SUFFERING

'a yellow hare that rolled like a flame'



Method: simile comparing the hare to a flame.
Meaning: The hare moves violently across the battlefield.
Effect: War harms innocent animals as well as people.

3. LOST PATRIOTISM

'King, honour, human dignity, etcetera'



Method: a list ending with 'etcetera'.
Meaning: The reasons for fighting now seem unimportant.
Effect: Survival matters more to the soldier than patriotic beliefs.

4. OVERWHELMING FEAR

'His terror's touchy dynamite'



Method: metaphor comparing fear to an explosive.
Meaning: His fear is intense and ready to erupt.
Effect: Terror drives his actions instead of a sense of duty.

FORM AND STRUCTURE



- **Three unequal stanzas:** action gives way to questioning, then movement resumes.
- **Enjambment:** lines run on, creating urgency and forward movement.
- **Third-person voice:** the unnamed soldier can represent many soldiers.



USEFUL CONTEXT

A bayonet is a blade attached to a rifle. Hughes was born after the First World War; his father served in it.

BUILD YOUR ANSWER

Hughes presents the soldier as…
The word '…' suggests…
This shows that war…



Mr Pryke's Revision Notes

REMAINS

Simon Armitage

GRADES 4–6

WHAT HAPPENS?

A soldier recalls shooting a man who may have been armed. After returning home, he cannot escape memories of the killing and feels responsible for the man's death.

UNCERTAINTY | **GUILT** | **TRAUMA**

THE BIG IDEA

Armitage shows that the effects of war can continue at home. The soldier's memories and guilt make it difficult to move on.

4 KEY QUOTATIONS

1. DOUBT ABOUT THE KILLING

'probably armed, possibly not'



Method: contrasting adverbs 'probably' and 'possibly'.
Meaning: The soldier is unsure whether the man had a weapon.
Effect: This uncertainty makes him question whether the killing was justified.

2. A LASTING MEMORY

'His blood-shadow stays on the street'



Method: metaphor 'blood-shadow'.
Meaning: The bloodstain is a lasting reminder of the dead man.
Effect: The image suggests that the killing cannot simply be forgotten.

3. THE WAR COMES HOME

'he's here in my head'



Method: present tense 'he's'.
Meaning: The dead man remains in the soldier's thoughts.
Effect: Returning home has not freed him from the memory.

4. PERSONAL GUILT

'his bloody life in my bloody hands'



Method: repetition of 'bloody'.
Meaning: The soldier feels personally responsible for the death.
Effect: The ending emphasises the guilt he carries alone.

FORM AND STRUCTURE

- **Dramatic monologue:** we hear the soldier's personal account.
- **Colloquial language:** everyday speech makes his voice sound realistic.
- **Final two-line stanza:** isolates his guilt at the end.

USEFUL CONTEXT

The poem draws on a real soldier's account. It explores lasting trauma after combat, which can include intrusive memories and nightmares.

BUILD YOUR ANSWER

Armitage presents the soldier as…
The word '…' suggests…
This shows that conflict…



Mr Pryke's Revision Notes

POPPIES

Jane Weir

GRADES 4–6

WHAT HAPPENS?

A mother remembers her son leaving home. She recalls his childhood and later visits a war memorial. She misses him, but the poem does not confirm that he has died.

LOVE | **SEPARATION** | **REMEMBRANCE**

THE BIG IDEA

Weir explores the pain of letting a child go. The poem shows how conflict affects families as well as soldiers.

4 KEY QUOTATIONS

1. PAINFUL REMEMBRANCE

'spasms of paper red'

Method: 'spasms' suggests sudden pain.
Meaning: The paper poppy is linked to injury and suffering.
Effect: Remembrance feels personal and painful for the mother.

2. THE MOTHER'S COURAGE

'I was brave'



Method: simple first-person statement.
Meaning: The mother tries to stay strong as her son leaves.
Effect: Weir shows that families also need courage.

3. LETTING GO

'released a song bird from its cage'

Method: symbolism of the bird and cage.
Meaning: Releasing the bird echoes giving her son freedom.
Effect: His independence leaves the mother feeling alone.

4. CHILDHOOD MEMORIES

'your playground voice catching on the wind'



Method: sound imagery and direct address.
Meaning: The mother longs to hear her son's childhood voice.
Effect: Her memories reveal love and a deep sense of loss.

FORM AND STRUCTURE

- **Dramatic monologue:** we hear the mother's thoughts and feelings.
- **Four unequal stanzas:** the uneven shape reflects unsettled emotions.
- **Shifting memories:** childhood and departure mix with the present.

USEFUL CONTEXT

Poppies are worn to remember those affected by war. Weir gives a voice to a mother, showing the emotional cost of conflict at home.

BUILD YOUR ANSWER

Weir presents the mother as…
The word '…' suggests…
This makes the reader understand…



Mr Pryke's Revision Notes

WAR PHOTOGRAPHER

Carol Ann Duffy

GRADES 4–6

WHAT HAPPENS?

A photographer develops pictures after returning from a war zone. He remembers the suffering he witnessed and considers how newspaper readers will respond.



SUFFERING



MEMORY



INDIFFERENCE

THE BIG IDEA

Duffy contrasts the photographer's lasting distress with the readers' brief sympathy. She questions how people respond to distant suffering.

4 KEY QUOTATIONS

1. TRYING TO CREATE ORDER

'spools of suffering set out in ordered rows'



Method: metaphor and repeated 's' sounds.
Meaning: The rolls of film contain images of people's pain.
Effect: His careful arrangement contrasts with the chaos of war.

2. HAUNTING MEMORIES

'a half-formed ghost'



Method: metaphor comparing the image to a ghost.
Meaning: A face appears as the photograph develops.
Effect: The image suggests that memories of the dead still haunt him.

3. TOO MUCH SUFFERING

'A hundred agonies in black and white'



Method: 'agonies' emphasises extreme pain.
Meaning: His photographs record many people's suffering.
Effect: The reader is reminded of the human cost behind the pictures.

4. PUBLIC INDIFFERENCE

'they do not care'



Method: blunt, direct statement.
Meaning: The public carries on with everyday life.
Effect: The ending challenges readers to care about people affected by war.

FORM AND STRUCTURE

- **Four six-line stanzas:** the regular shape suggests his attempt to create order.
- **ABBCDD rhyme scheme:** adds a sense of control.
- **Contrasts:** the safety of England is set against the danger of war zones.





USEFUL CONTEXT

War photographers record conflict for newspapers. Before digital cameras, film was developed in darkrooms to produce photographs.

BUILD YOUR ANSWER

Duffy presents the photographer as…
The word '…' suggests…
This encourages the reader to…



Mr Pryke's Revision Notes

TISSUE

Imtiaz Dharker

GRADES 4–6

WHAT HAPPENS?

The speaker explores how paper shapes our lives through records, maps and money. Paper is then linked to human skin, reminding us that life is fragile.



POWER



FRAGILITY



HUMAN LIFE

THE BIG IDEA

Dharker questions things we treat as powerful and permanent. She suggests that human life matters more than buildings, borders and money.

4 KEY QUOTATIONS

1. LIGHT AND HOPE

'lets the light'



Method: light is a symbol of hope.
Meaning: Thin paper allows light to pass through.
Effect: This suggests openness and the possibility of change.

2. FRAGILE POWER

'If buildings were paper'



Method: an imagined situation.
Meaning: Strong buildings are imagined as fragile paper.
Effect: This questions whether human power can really last.

3. HUMAN DIVISIONS

'borderlines'



Method: the image of lines on a map.
Meaning: People use maps to divide the world.
Effect: Dharker questions divisions created by humans.

4. HUMAN LIFE

'your skin'



Method: direct address using 'your'.
Meaning: Paper is linked to the reader's own body.
Effect: The ending reminds us that all human life is fragile.



FORM AND STRUCTURE

- **Free verse:** no fixed rhyme scheme or regular rhythm suggests freedom.
- **Enjambment:** lines flow on, suggesting movement beyond boundaries.
- **Single final line:** focuses attention on human life.





USEFUL CONTEXT

Paper holds power through religious texts, maps and money. 'Tissue' can mean both thin paper and living material in the body.



BUILD YOUR ANSWER

Dharker presents power as…
The word '…' suggests…
This encourages the reader to…



THE EMIGRÉE

Carol Rumens

GRADES 4–6

WHAT HAPPENS?

A woman remembers the country she left as a child. Although it may now be dangerous, she holds on to happy memories and a strong sense of belonging.

MEMORY **IDENTITY** **BELONGING**

THE BIG IDEA

Rumens shows how memories of home can protect a person's identity, even when they cannot return.

4 KEY QUOTATIONS

1. HAPPY MEMORIES

'my memory of it is sunlight-clear'



Method: sunlight imagery.
Meaning: She remembers her childhood home as bright and happy.
Effect: Her positive memories remain powerful despite bad news about the country.

2. A LASTING CONNECTION

'I am branded by an impression of sunlight.'



Method: metaphor in 'branded'.
Meaning: Her memories have left a permanent mark.
Effect: Her homeland remains part of who she is.

3. LOVE FOR THE CITY

'I comb its hair and love its shining eyes.'



Method: personification of the city.
Meaning: She treats the city like someone she loves.
Effect: This shows her close emotional connection to home.

4. FEELING EXCLUDED

'They accuse me of being dark'



Method: contrast between 'They' and 'me'.
Meaning: Other people treat her as an outsider.
Effect: Their hostility threatens her sense of belonging.

FORM AND STRUCTURE

- **First-person voice:** gives direct access to her thoughts and feelings.
- **Repeated 'sunlight':** keeps returning to positive memories of home.
- **Free verse:** no fixed rhyme scheme or regular rhythm suggests freedom.

USEFUL CONTEXT

An emigrée is a woman who has left her country to live elsewhere. The country is unnamed, so the poem can connect with many experiences of exile.

BUILD YOUR ANSWER

Rumens presents memory as…
The word '…' suggests…
This shows the importance of…



Mr Pryke's Revision Notes

CHECKING OUT ME HISTORY

John Agard

GRADES 4–6

WHAT HAPPENS?

The speaker challenges the history he was taught. He celebrates Black historical figures who were left out and researches his own past to understand who he is.

IDENTITY | POWER | EDUCATION

THE BIG IDEA

Agard shows that controlling history can control identity. Learning about his heritage helps the speaker define himself.

4 KEY QUOTATIONS

1. CONTROLLED EDUCATION

'Dem tell me'



Method: repetition.
Meaning: Others decide which stories he is taught.
Effect: Their repeated instructions sound controlling.

2. HIDDEN HISTORY

'Bandage up me eye with me own history'



Method: metaphor of a blindfold.
Meaning: His education hides parts of his heritage.
Effect: He is prevented from fully understanding himself.

3. INSPIRING FIGURES

'a healing star'



Method: metaphor comparing Seacole to a star.
Meaning: Like the other Black figures, she is a guiding light.
Effect: They offer hope and help him understand his identity.

4. CLAIMING IDENTITY

'I carving out me identity'



Method: metaphor in 'carving'.
Meaning: He actively shapes his own sense of self.
Effect: The ending shows determination and growing independence.

FORM AND STRUCTURE

- **Caribbean Creole:** celebrates his cultural identity and voice.
- **Contrasting sections:** separate imposed stories from Black achievements.
- **Shift from 'Dem' to 'I':** shows him taking control.

USEFUL CONTEXT

Agard grew up in British Guiana, now Guyana. He challenges an education that focused on European history while overlooking Black achievements.

BUILD YOUR ANSWER

Agard presents education as…
The word '…' suggests…
This shows the importance of…



Mr Pryke's Revision Notes

KAMIKAZE

GRADES 4–6

Beatrice Garland

WHAT HAPPENS?

A Japanese pilot sets off on a suicide mission but returns home. His daughter imagines that nature and childhood memories changed his mind. His family then rejects him.

DUTY | **NATURE** | **REJECTION**

THE BIG IDEA

Garland shows the conflict between duty to a country and the desire to live. The pilot survives, but loses his place in his family.

4 KEY QUOTATIONS

1. EXPECTED SACRIFICE

'a one-way journey into history'



Method: 'one-way' suggests no return.
Meaning: The pilot is expected to die on his mission.
Effect: His death is presented as a way to gain honour.

2. THE BEAUTY OF LIFE

'strung out like bunting'



Method: simile comparing fishing boats to decorations.
Meaning: The boats create a cheerful, lively scene.
Effect: The beauty below may remind him that life is worth living.

3. FAMILY REJECTION

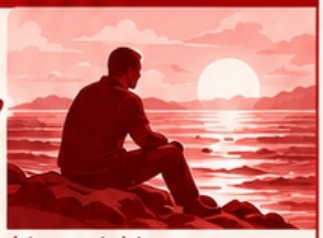
'as though he no longer existed'



Method: comparison suggesting he has disappeared.
Meaning: His family treats him as if he is not there.
Effect: Their rejection makes survival lonely and painful.

4. TWO KINDS OF DEATH

'which had been the better way to die'



Method: a final question.
Meaning: The daughter imagines him weighing death against rejection.
Effect: The ending makes us question the cost of his survival.

FORM AND STRUCTURE

- **Seven six-line stanzas:** give the story a regular structure.
- **Enjambment:** lines flow on, carrying memories and ideas forward.
- **Daughter's voice:** we hear his story through her, not from the pilot himself.

USEFUL CONTEXT

During the Second World War, Japanese kamikaze pilots were sent to crash into enemy ships. Returning could be seen as dishonourable.

BUILD YOUR ANSWER

Garland presents the pilot as…
The word '…' suggests…
This makes the reader question…

Mr Pryke's Revision Notes

POWER & CONFLICT

THEME COMPARISONS • GRADES 4–6

Choose poems that answer the question. Explain what they share and how they differ.

1 POWER & PRIDE

Ozymandias + My Last Duchess

Link: Both show proud rulers who want control.

Difference: Ozymandias has lost his power; the Duke still controls his wife's portrait and story.



2 CONTROL & RESISTANCE

London + Checking Out Me History

Link: Both show powerful systems limiting people's freedom.

Difference: Blake shows widespread suffering; Agard shows a speaker challenging what he was taught.



3 THE POWER OF NATURE

The Prelude + Storm on the Island

Link: Both show that nature can frighten people.

Difference: Wordsworth focuses on one boy; Heaney shows a whole community facing a storm.



Also try Exposure: the cold becomes a deadly enemy.

4 PATRIOTISM & WAR

Bayonet Charge + The Charge of the Light Brigade

Link: Both show soldiers facing danger.

Difference: Hughes focuses on fear and survival; Tennyson praises courage and obedience.



5 LASTING EFFECTS OF WAR

Remains + War Photographer

Link: Both show painful memories continuing after conflict.

Difference: The soldier feels guilt about killing; the photographer is haunted by suffering he witnessed.



6 FAMILY & SEPARATION

Poppies + Kamikaze

Link: Both show the pain of separation within families.

Difference: The mother in *Poppies* longs for her son; the family in Kamikaze rejects the returning father.



7 IDENTITY & BELONGING

The Emigrée + Checking Out Me History

Link: Both show the importance of knowing where you come from.

Difference: Rumens focuses on memories of home; Agard focuses on learning his hidden history.



8 FRAGILITY & POWER

Tissue + Ozymandias

Link: Both question whether human power can last.

Difference: Shelley shows a ruined statue; Dharker uses fragile paper to question buildings, borders and money.



BUILD YOUR COMPARISON

- Both poets show...
- Similarly... / However...
- While [poet] presents..., [poet] presents...

Mr Pryke's Revision Notes

POWER & CONFLICT

BUILD A CLEAR COMPARISON • GRADES 4–6

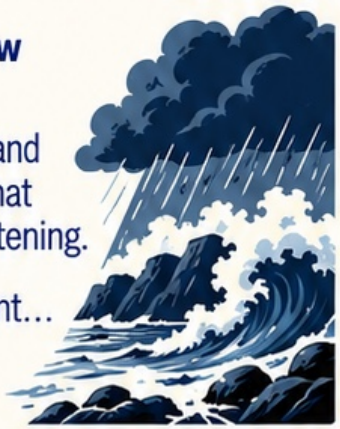
Answer the question. Use evidence. Explain your ideas. Compare both poems.

1 START WITH A CLEAR IDEA

Say what both poets show about the question.

Example: Both *Exposure* and *Storm on the Island* show that nature is powerful and frightening.

Starter: Both poets present… However…



2 CHOOSE A SHORT QUOTATION

Use evidence that supports your point.

Example: Owen describes *'merciless iced east winds'*.

Explain: *'Merciless'* makes the wind seem cruel and uncaring.

Starter: The word '…' suggests…



3 EXPLAIN THE WRITER'S METHOD

Name a method, then explain what it shows.

Example: Owen personifies the wind as an attacker. This shows that the weather is an enemy to the soldiers.

Starter: The poet uses… to show…



4 INCLUDE FORM OR STRUCTURE

Explain a pattern, a change or the ending.

Example: *'But nothing happens'* is repeated in *Exposure*. This makes the soldiers' situation seem endless and hopeless.

Starter: The repetition of… emphasises…



5 MAKE A DIRECT COMPARISON

Explain a similarity or a difference.

Example: Both poems show people struggling against nature. Owen focuses on soldiers in trenches; Heaney shows a community sheltering at home.

Starter: Similarly… / In contrast…



6 LINK CONTEXT TO THE IDEA

Use relevant background to explain the poem.

Example: Owen served in the First World War. His description of suffering challenges the idea that war is glorious.

Starter: This connects to… because…



BEFORE YOU FINISH

- Have I answered the question and discussed both poems?
- Have I explained quotations and methods, rather than just named them?
- Have I made comparisons and linked context to my ideas?