

Today's Individual Task

20 mins

1. Create your own examination question for 2 poems of your choice: Compare the ways the writers present _____ in (poem 1) and (poem 2). Pick two poems you are less sure of. Spend time clarifying your chosen poems/theme with a partner.
2. Use the [anthology planning document](#) (make a copy) to plan THREE comparative PEDAL paragraphs.
3. Write one of your chosen paragraphs individually. Use the following slides for guidance, if you wish.

Recapping the marking criteria

A02 Analyse the language, form and structure used by a writer to create meanings and effects. (15 marks)

A03 Explore links and connections between texts. (15 marks)

Level 3	13-18	<ul style="list-style-type: none">• The response shows an understanding of the range of language, form and structure used by the writer and links these to their effect on the reader.• The response compares and contrasts a range of points and considers some similarities and/or differences between the poems.• Use of clearly relevant examples to support the response.
Level 4	19-24	<ul style="list-style-type: none">• The response is focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained.• The response compares and contrasts the poems effectively, considering a wide range of similarities and/or differences between the poems.• Use of fully relevant examples to support the response.
Level 5	25-30	<ul style="list-style-type: none">• The response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader.• The response compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between the poems.• Discriminating use of relevant examples to support the response.

Breaking down the criteria

See the list to the right for a checklist of what to include with your comparative anthology examination response.

1. Clear topic sentences
2. Embedded quotes
3. Range of quotes used to support ideas
4. Close analysis of language
5. Poetic devices analysed/evaluated carefully
6. Connections made between poems
7. Form and structure analysed effectively
8. Overall paragraph cohesion
9. Concision and fluency
10. Analysis is insightful and perceptive
11. Contrasts and connections made between language choices between and within poems
12. Timing/writing a minimum of 3 paragraphs
13. Explores the effect of the reader
14. Interweaves analysis of language, form and structure
15. Exploration of the writer's' purpose underpins analysis
16. Links to themes, setting, speakers
17. Follows PEDAL structure effectively
18. Exploration of tone, feelings, attitudes
19. Evaluation demonstrated throughout
20. Linking of ideas
21. SPaG

How can we improve our expression?

Implies	Suggests	Emphasises
Connotes	Highlights	Underscores
Exemplifies	Reinforces	Reflects
Supports	Illustrates	Reveals
Depicts	Establishes	Accentuates
Signifies	Manifests	Represents
Indicates	Mirrors	Consolidates

Evocative	Derogatory	Distant	Hyperbolic
Emotive	Severe	Erratic	Repressed
Pejorative	Expressive	Continuous	Muted
Aggressive	Controlled	Reflective	Clipped
Strained	Fragmented	Melancholic	Understated
Abrupt	Confronting	Perfunctory	Dismissive
Cursory	Subdued	Exclamatory	Decisive
Emphatic	Assertive	Melodic	Colloquial
Subversive	Derisive	Disjointed	

Sentence starters to explore deeper implications/context...

- ☐ The writer explores...
- ☐ The writer encourages the reader to...
- ☐ The writer questions...
- ☐ Through (characters name), the writer allegorically critiques/argues for....
- ☐ In essence, the writer argues...
- ☐ The writer poses a question about...
- ☐ Hence, the writer comments upon...
- ☐ Ultimately, the writer condemns (both)...
- ☐ The writer presents a case against...
- ☐ The writer induces (something) in the audience/reader...
- ☐ The writer brings into question...
- ☐ The writer explores the tension between...

Remember Comparative Connectives

Compare (similar)	Contrast (different)
Similarly	However
In the same way	Whereas
Likewise	On the other hand
Also	In contrast
Is similar to	Alternatively
Equally	Unlike
As with	Conversely

**BANNED FROM YOUR
ESSAY**

**Quotes
Shows
Also**

Alternatives to 'quote'

The word '...' / The phrase (more than one word) '...'

The simile '...' / The metaphor '...' / The image '...'

The comparison of... / The repetition of... / The alliteration of...

The noun, verb, adjective, adverb...

The sentence... / line, verse... (poetry)

Tentative language – teasing out the nuances of meaning:

... perhaps...

... may...

... might...

... could...

... this could suggest...

... here _____ might be indicating...

... hints at...

... the viewer/reader/listener might infer...

Alternatives to 'shows'

creates a sense of

illustrates

implies

suggests

indicates

illuminates / highlights

Here _____ is exploring...

emphasises

... reinforces the idea...

... gives the impression...

encourages the reader to...

Alternatives to 'Also': furthermore, moreover, additionally, building on from this... Not only... but....

Contrast is even better: However, in contrast, whereas, on the other hand...

Exemplar PEDAL paragraph?

Furthermore, both Blake and Lawrence manage to masterfully convey the **strong feelings of awe and appreciation** of what they are describing. Arguably, they are encouraging readers to view subjects through new positive eyes, whether they are focusing on the beauty of God's creations or nostalgic memories. Blake does this through his inquisitiveness, through statements such as 'What the hammer? What the chain,/ In what furnace was thy brain?' His **repetition** of 'what' and his **multiple questions** create **a sense of awe and admiration** towards the Tiger. It is as if the narrator's strong feelings demonstrate his **fascination** for creation and life's unanswered questions, with the **blacksmith metaphor** emphasising this power of creation even more. Similarly, Lawrence's **strong feelings are attached to memories** of his childhood, as readers see when he states, 'the heart of me weeps to belong/To the old Sunday evenings...the tinkling piano our guide.' The **personification** of 'heart' here emphasises the narrator's **strength of feelings towards this memory**; the narrator clearly misses childhood as he 'weeps to belong', insinuating that he doesn't belong in adulthood, which creates a feeling of sadness and sympathy from readers. However, at least he has the **memory** of the piano, where the **verb 'tinkling'** emphasises peace and being at ease, as does the **a/a/b/b melodic rhyme scheme in this stanza**. Again the strength of feeling from Lawrence is almost echoed by Blake in his **strength of religious feeling** as he questions, 'Did he who make the lamb make thee?' with the **personal pronoun 'he'** clearly alluding to God and the power of religion. In this sense, both poets positively convey **concepts of awe and appreciation**, perhaps encouraging their audience to not take things for granted. However, it is also worth noting that there is also a sense of doubt created in both poems; Blake doubts not having all the answers whereas Lawrence doubts ever fully achieving happiness in adulthood. This adds darker sentiments to both poems; the poets here may be emphasising the limitations of mankind.

Proofread: Check SPaG and if you are doing the following...

For ONE PEDAL paragraph...

Make sure you include:

- ☐ Clear and relevant interpretation offered in a topic sentence
- ☐ Topic sentence re-words/uses key word from the question
- ☐ Evidence (for the top end: embedded and at least 3 quotations)
- ☐ Exploration of the explicit meaning of evidence and how this links to the writer's purpose/intentions.
- ☐ Identify L/F/S
- ☐ Alternate interpretations of evidence
- ☐ **Ongoing comparison between each poem.**
- ☐ Concluding statement to draw analysis back to your topic sentence.