Essay Guidance

JOH

Section B

You answer one question, from a choice of two, And MUST write on all three texts you have studied.

Write as if interested and engaged, but in a controlled and academic manner



You HAVE to respond to EFFECTS of the texts narrative aspects:

Ideas, theme, and issues

The poet's message(s)

Form (what type of writing is it/ relevance?) Subgenre / specific type eg elegy / sonnet & specific characteristics : eg sonnet : octet + sestet

Structure

- how it is set out on the page
- choice of verse length
- •punctuation /enjambement /ellipsis/ caesura
- •Rhythm/ metrical patterns (dictates pace) Regular? Disrupted? Fracured?
- Rhythm?
- •Chronology: tenses; echoes; repetition; time shifts; foreshadowing; flashback

Language:

Including sound / imagery or figurative language / single words / phrases / techniqies

Setting:

General (a wood / place / pond) or specific (gate / above/below/ sea bed).

Time: General – vague or specific – dawn / day / evening Period: historical- turn of century / outbreak war etc Weather: pathetic fallacy / storms/ rain/ sunshine/ seasons etc

Voice/ narrative perspective: Whose viewpoint?

Everything rests upon how narrative aspects have been employed and shape meaning.

What is the message(s) the poet is hoping to achieve through:

Narrative voice: Who is the speaker? Does the speaker change?

Scenes / Setting? How significant is the place it is set. Does it change? Why?

Characterisation: how are they placed in the narrative? Importance?

Point of View? How are messages conveyed and who from?

Time Sequence / chronology? Does time change? Why/effect?

Higher order skills:

Reference to the following:



Deeper analysis/detail of basic techniques: eg:

Many argue that the title itself is symbolic of the paradox Hardy himself felt regarding love. In one sense it sets the narrative destination in that it captures the very essence of the contradiction, yet amalgamation, of 'neutral' feelings which lack action (they merely 'stood' together) and the emotional energy of the couple falling apart with the dynamism of eyes that 'rove', 'tedious riddles', and 'words played'. As the intense poem unfolds therefore, the reader experiences the two contradictory impulses of emotional energy and moral responsibility so prevalent in Hardy's narratives.

Reference to use of specific punctuation:

The use of the caesuras in the second stanza disjoints the time sequence which accentuates two narrative aspects. On one hand they emphasise his great upset as he literally and metaphorically assesses the concept of love in his 'traverse (of) old love's domain'. In another way it signals a shift in the chronology as the poem changes from the present to a past memory, moving from the first person 'I' to the collective pronoun 'we'. Furthermore, the caesuras create an awkwardness which arguably unsettles not only the speaker on his 'phantom' journey into his disturbing past memory, but also the reader who is kept at a narrative distance due to the intimacy of the first person narrative.

1 Brake for Caesuras

Reference to more advanced imagery / techniques : Eg : irony , sibilance , assonance.....

An intensity and sense of despair is created through the use of assonance in 'Wind oozing thin through the thorn from norwood' in the penultimate line. Structurally it therefore forces the reader to ultimately ponder on his potent feelings of suppressed guilt whilst also adding to the haunting feel of the text with the elongated 'O' sounds. To me, it not only recreates the sound of the howling wind which adds such ambiguity to the speaker and narrative, but consolidates the growing feelings of tragic endlessness. Hardy furthers thisby.......



You must give different interpretations and analyse some images in much detail. Finish it off with your own opinion

The symbol of the drinking-glass is a powerful part of the narrative as not only is the image repeated, it is also re-named to a 'chalice' which offers much interpretation as to the effects of this. The simplicity of the first image seemingly fits in with the very pure love the female speaker feels in her intimate first person dialogue. In the preceeding line however, the reader has already been informed that its appearance is 'smoothness opalized'. The narrative thus combines its preciousness with a sense of its waning 'cloudy' importance to the male speaker, or the apparent distance between the speakers already exhibited in the poem's structure. In the final verse the common glass is elevated in importance through the use of metaphor and has been employed as a potent semiotic. In one way it is now a symbol of religious and spiritual ceremony emphasising unity as proved in the personal pronoun 'ours'. It could also harken to more chivalrous times, ones of timeless love with 'The purl of a runlet that never ceases/ In stirs of kingdoms, in wars, in peaces'. Even though 'jammed darkly' love will never ultimately die and will be 'prized' as the female speaker clearly feels throughout. In antithesis, it offers a more 'darkly' interpretation as it could equally suggest a sense of religious sacrifice, especially given the concluding image of 'sipped lovers' wine'. I believe that this final image is the more..... as..... as.....

Reference to the poem's structure (organisation)

You have to refer to this in order to get the higher marks. It is not an option!

The poem's duality of structure cleverly emphasises a sense of union which could reflect the very deep love the speakers once felt. With two voices, two settings (the romanticised waterfall of a past intimate encounter with the banal domesticity of a sink), two contrasting colours of 'gray' with 'blue...green', the glass having two references ('a drinking-glass'; a 'chalice'), and written in the form of rhyming couplets, the narrative is littered with a sense of pairing. Indeed, the couplets offer an ironic sense of solidity and purposefulness many other parts of the narrative seek to denounce, as with the arguably sarcastic, uncomprehending male speaker's questioning: 'And why gives this the only prime / Idea to you of a real love-rhyme?' The 'rhyme of love' referred to at the denoument is ironic and as it is repeated from the poem's opening clearly a significant one to the narrative

Reference to the poem's rhyming structure and rhythm:

'The Darkling Thrush' adopts a common meter similar to that of hymns which potentially infuses the narrative with a sense of spirituality and moral enlightenment. Yet Hardy's purpose is not to promote the thrush as a strong symbol of such hope, for as the triadic structure emphasises, it is but 'frail, gaunt, and small'. Rather it is a hymn to doubt. The tremulous anapaest in line 4 of 'weakening eye of day' also weakens the meter adding to the narrative's sense of heaviness and death. The form of octets may gave a sense of order and control, as does the regular alternate rhyme, but I believe Hardy merely presents the poem in this manner to express his certainty in how 'blast-beruffled' his society is. As an evolutionary meliorist however, who believes the world must be faced head-on, his choice of form may suggest he is more 'aware' that humanity's resilience will shine through the 'trembling' and 'happy good-night air'.

You must write a topic sentence.

The opening sentence of a paragraph which introduces what the paragraph is about

Hardy's poems' are often philosophical in tone.

The structure of 'Neutral Tones' and 'Under the Waterfall' convey the grief and despair of the speakers.

Use of rhyme is employed as a powerful narrative tool.

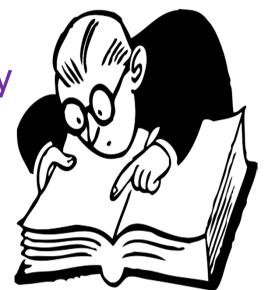
The poems are dramatic.

In order to illustrate the power of memory settings are harnessed to effect.

Use of more complex verbs

Use of adverbs:

Tennyson chillingly employs/ brutally emphasises/ potently accentuates



Use of connectives: you HAVE to use them

You HAVE to give your own opinion on something. This is easy to do.

Refer to something you find powerful and how the author made you feel this. What methods did they use?:

A particularly powerful image is that of

Refer to a technique that you find effective:

The use of the metaphor 'Q' I find moving as it......

Refer to how you feel (even if you perhaps do not)



You have a lot of poems to learn and only write on two of them. This means you could learn a lot of information and not use it.

I would advise the following:

Learn 3 poems very well. You will <u>definitely</u> be writing on two of them, if not all four. Have around 7 of the most analytical points thoroughly learnt. This means the most intelligent points from your annotations

You do not have to learn quotes. You will be given a blank anthology in the examination.

Make sure you understand what all of the other poems are about and have learnt at least 3 of the best points about them. Just in case. These could also be used anyway!

Put it all Finally together....