

Literature Paper 2

Section C- Unseen Poetry

		Poetry TOOLS	
		How we analyse and approach poetry	
Title		What does the title suggest? What can we infer from it? What are our associations and expectations?	
Overview		What is the surface meaning of the poem? What's the deeper or metaphorical meaning?	
Organisation		How has the writer used structure for effect? Opening – shift of tone- ending – impact of rhyme	
Language		How has the writer used and crafted language? Use of imagery – meaning of metaphors – choice of adverbs/nouns/ adjectives/verbs – impact on the reader. Multiple interpretations	
Speaker		Who is the speaker? What is the significance of this? What does it encourage the reader to consider?	

Q1- 24 marks – 25 minutes or 35 minutes with extra time

Analysis of language and structure in relation to a theme. TOOLS to guide you through your analysis and approach to unseen.

How does the poet present ...

How does the poet present the speaker's feeling/attitudes towards...

How does the poet present the effects of...

Q2- 8 marks – 10 minutes or 15 minutes with extra time.

Comparison of **method** not ideas.

Question 1: AO1 and AO2 (24 marks- 25 minutes)

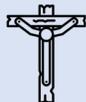
In both poems the speakers describe feelings/attitude towards...

What are the similarities and/or differences between the WAY the poets present these attitudes?

Themes for Unseen Poetry:

Nature, relationships, memories, loss, identity, time, conflict, power of nature- see past paper questions PLC.

Poetry – Universal Gold

<p>The human condition</p> 	<p>The human condition and experience are the characteristics and key events that compose the essentials of human existence, including birth, growth, emotional connection and experience, loneliness, aspiration, conflict, and mortality. In literature it considers the meaning of life and morality and how we function as individuals in a wider, interconnected society.</p>
<p>The innate evil of man</p> 	<p>The concept that mankind and humanity naturally holds an evil within it. Part of our evolution as a society is how the 'beast' is tamed and humanity attains mastery over its base instincts. However, Aristotle argued that morality is learnt; that we are born with a blank slate or 'tabula rasa' and it is life experience that informs our moral compass. The duality of human nature.</p>
<p>The sublime</p> 	<p>The sublime in literature refers to use of language and description that excites thoughts and emotions beyond ordinary experience - awe. Greatness beyond all possibility of calculation, measurement, or imitation, often inspired by nature. The comprehension of the minuteness of humanity in comparison to the joy, grandeur or power of creation.</p>
<p>Punishment as consequence for sin</p> 	<p>Play as an exploration of the consequences of sin (crime and punishment). Allusion to Faustian legend –'sells your soul' in exchange for a fleeting moment of power. Death as a punishment for sin. Biblical teaching emphasises the importance of confession and absolution. There is the belief that if we do not repent for our sins, we will suffer damnation: Dante's Inferno alludes to the great suffering in hell: "realm ... of those who have rejected spiritual values by yielding to bestial appetites or violence, or by perverting their human intellect to fraud or malice against their fellowmen"</p>
<p>Redemption and rebirth</p> 	<p>As one of the most basic archetypes in literature, Jung explores reincarnation, resurrection and psychological rebirth. The pattern of birth, death and rebirth in literature involves a struggle that leads to a new realization of self, characters are spiritually reborn as a result of the trials they endure. Literarily there is the potential to restore and reclaim those who have sinned or have lost their way in society. Consider what life experiences have made mankind lose its way. Often rebirth and resurrection is associated with religious iconography and symbolism.</p>
<p>The cyclical nature of human life.</p> 	<p>Humanity exists as part of the circle of life: birth, life and death being essential elements of the human condition. Osepskey's theory of time: When we die, we re-enter our life again from the beginning, unless we learn from our mistakes. As humans we need the the opportunity to learn from the mistakes of the past. Sometimes this cyclical nature can be seen in the cycles of the, seasons, sun and moon and the day. This cyclical nature causes frustration at its futility.</p>
<p>Exploration of gender roles</p> 	<p>Exploration of gender roles –women as the second sex. De Beauvoir's feminist theories showing women as subservient, restricted and objectified. modern literature explores the concept that men are just as much the victims of toxic masculinity as well as perpetrators. Dominance theory (Lakoff) - suggests that women are conditioned from childhood to be subordinate in their language</p>
<p>Existentialism</p> 	<p>The questioning our place in the world, and their role within society and the purpose of life. What does it mean to be born, live and die? What is the purpose in our actions? Focus on free will and agency, determining one's own destiny and choices. In literature typically characterized by an individual who exists in a chaotic and seemingly meaningless environment. 'The longing for paradise is man's longing not to be man' - Kundera</p>
<p>Binary opposition of innocence vs experience</p> 	<p>Binary opposition of innocence vs experience – childhood innocence as the face of suffering that transforms the older. Experiences in the world and of life(childhood suffering) lead to sins, suffering, cynicism and regret.</p>
<p>Nature</p> 	<p>Nature as a vehicle and metaphor for human life - each season relating to a time of human life: spring as birth and youth; summer as the pique of life, lust and reaching maturation; autumn as a time of reflection and experience; winter as a metaphor for death and decline. Juxtaposition of daytime vs night (joy and sorrow). Juxtaposition of inside vs outside (secret vs openness)</p>

1. In 'The Railway Modeller' how does the poet present the speaker's attitude towards hobbies? [24 marks]
2. In both 'The Railway Modeller' and 'The Railway Clerk' the speakers describe their attitudes towards jobs and hobbies. What are the similarities and/or differences between the way the poets present these attitudes? [8 marks]

The Railway Modeller

He's spent all week creating the best part of a village; sculpting the paper strata of its hills, painting them green, growing small metal trees with a teased-out fluff of foliage. Then he built half-timbered card houses, secured them where they belonged and stood back to be sure it was right.

Now he must add the people: so minute, they take more work than anything. He uses a make-up brush tapered to a hair for touching their white plastic into life with flesh-tones, bright splashes, uniform blue and grey.... It takes hours to make an individual, if it's done with love,

but he doesn't mind the time spent in his shed, a sufficient universe, and nothing brings a branch line alive like people. Working down on the track, picks raised, or waiting on a paper bench for a train they can't board, they turn the scene to a frozen photograph.

It's a shame he can't, with all his love, move the frame on.... The background radio intrudes news headlines into his thought: today in Parliament the talking fellows were voting on whether to punish men with death. His brush carefully strokes in blond hair; perfects another passenger.

Sheenagh Pugh

The Railway Clerk

It isn't my fault.
I do what I'm told
But still I am blamed.
This year, my leave application
Was twice refused.
Every day there is so much work
And I don't get overtime.
My wife is always asking for more money.
Money, money, where to get money?
My job is such, no one is giving bribe,
While other clerks are in fortunate position,
and no promotion even because I am not graduate.

I wish I was bird.

I am never neglecting my responsibility,
I am discharging it properly,
I am doing my duty,
But who is appreciating
Nobody, I am telling you.

My desk is too small,
the fan is not repaired for two months,
three months.
I am living far off in Borivali,
My children are neglecting studies,
How long this can go on?

Nissam Ezekial

1. In 'Tramp' how does the poet present the speaker's attitude towards people who don't fit into society? [24 marks]
2. In both 'Tramp' and 'Decomposition' the speakers describe their feelings about people who don't fit into society. What are the similarities and/or differences between the way the poets present these attitudes? [8 marks]

Tramp

This mad prophet
gibbers* mid-traffic,
wringing his hands
whilst mouthing at heaven.
No messages for us.
His conversation is simply
a passage through time.
He points and calls.
Our uneven stares dissuade*
approach. We fear him, his
matted hair, patched coat,
grey look from sleeping out.
We mutter amongst ourselves
and hope he keeps away. No
place for him in our heaven,
there it's clean and empty.

Rupert M. Loydell.

*gibbers – speaks so fast it sounds like nonsense

*dissuade – persuade against

Decomposition

I have a picture I took in Bombay
of a beggar asleep on the pavement:
grey-haired, wearing shorts and a dirty shirt,
his shadow thrown aside like a blanket.

His arms and legs could be cracks in the stone,
routes for the ants' journeys, the flies' descents,
Brain-washed by the sun into exhaustion,
he lies veined into stone, a fossil man.

Behind him there is a crowd passingly
bemused by a pavement trickster and quite
indifferent to this very common sight
of an old man asleep on the pavement.

I thought it then a good composition
and glibly called it "The Man in the Street,"
remarking how typical it was of
India that the man in the street lived there.

His head in the posture of one weeping
into a pillow chides me now for my
presumption at attempting to compose
art of his hunger and solitude.

Zulfikar Ghose

*Chides me – tells me off