**Compare the ways poets present power in ‘Ozymandias’ and in one other poem from Power and Conflict.**

How to structure a comparative paragraph:

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| Assessment Objective | Poem | PETER | What? How? Why? |
| AO1 | Poem 1 and 2  Make a comparison | Point | What are the poets saying about the theme in the question? |
| AO2 | Poem 1 | Evidence, Technical term, Explore the effect, Relate to the context | How do you know that what you said in your point is true?  Why did the poet do this? |
| AO3 |
| AO2 | Poem 2 | Evidence, Technical term, Explore the effect, Relate to the context | How do you know that what you said in your point is true?  Why did the poet do this? |
| AO3 |

Essay Plan:

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| **Comparison** | **‘Ozymandias’** | **‘Exposure’** |
| Both  However,  whereas | “half sunk”  “lone and level sands stretch far away” | “merciless iced east winds that knive us”  “Pale flakes with fingering stealth come feeling for our faces” |
| Both  However,  whereas | “vast and trunkless”  “colossal wreck” | “black with snow” |
| Both  However,  whereas | “Nothing beside remains.” | “Dawn… her melancholy army / attacks once more” |

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| **Compare the ways poets present power in ‘Ozymandias’ and in one other poem from ‘Power and Conflict’.** |
| **What do the poets say about power?**  **Step 1:** Highlight the key word in the question.  **Step 2:** Make a comparison between the poems, and use the key word in the question. Use the structure: Both… However, … whereas… | Both Shelley and Owen portray the idea that nature is more powerful than man. However, Shelley does this by undermining the power of the tyrannical pharaoh Ramses whereas Owen focuses on World War I soldiers who were exposed to the power of nature in the trenches.  Shelley refers to a statue of Ozymandias as being “half sunk” which implies nature has overpowered the statue and therefore suggests that human power is finite and doesn’t last. This is reinforced by the last line of the poem as the “lone and level sands stretch far away.” The verb phrase “stretch far away” implies that nature’s power is vast, and it reinforces the insignificance of Ozymandias’ statue. The use of alliteration in “lone and level” emphasises this by creating a feeling of extensive empty space.  Shelley supported the French revolution, so by showing the power of nature, he is able to issue a warning to those who might want absolute power by showing them that it won’t last.  Similarly, the power of nature in ‘Exposure’ also overpowers humans. The soldiers are attacked by the “merciless iced east winds” that “knive” them. The adjective “merciless” implies that nature is unforgiving and suggests that nature is the soldiers’ enemy. Owen reinforces nature’s power by using personification; the winds “knive” the soldiers, implying that nature’s power is destructive. Owen’s portrayal of nature as destructive is also shown when the snow comes “feeling for [the soldiers’] faces”. The personification of the weather suggests that the snow is intentionally and maliciously trying to harm the soldiers. In addition, the use of present tense suggests the threat is ongoing and inescapable, adding to the idea, like in ‘Ozymandias’, that nature’s power is infinite.  Owen was himself a soldier in World War I, and he thought war was futile. By showing nature’s power, he not only show the horrific conditions the soldiers were subjected to, but he reinforces his angry message that lives were being wasted for no reason. |
| **How do you know?**  **Step 1:** Introduce and embed a short quotation (no quotation needed if talking about structure) **from the named poem**, so you provide evidence for the point you have made in your first sentence.  **Step 2:** ‘Zoom in’ on the most important words in the quotation and analyse the effect of them (the ideas, feelings and associations which they produce). If you know the technical terms for the words you’ve zoomed in on, use them!  **Challenge:** Link to other parts of the poem to reinforce your point and offer another interpretation. |
| **Why did the poet present power in this way?**  **Step 1:** Use the writer’s name to explore why the theme was presented in this way.  **Step 2:** Link to the context of the text. |
| **How do you know?**  **Step 1**: Use a comparative connective to link your ideas (e.g. Similarly or However)  **Step 2**: Introduce and embed a short quotation (no quotation needed if talking about structure) from your chosen poem, so you provide evidence for the point you made at the start of your paragraph.  **Step 2**: ‘Zoom in’ on the most important words in the quotation and analyse the effect of them (the ideas, feelings and associations which they produce). If you know the technical terms for the words you’ve zoomed in on, use them!  **Challenge**: Link to other parts of the poem to reinforce your point and offer another interpretation. |
| **Why did the poet present power in this way?**  **Step 1**: Use the writer’s name to explore why the theme was presented in this way.  **Step 2**: Link to the context of the text. |