**Year 10 Poetry Essay Assignment**

**Question:** How do the poetry techniques used in *Ozymandias, Dulce Et Decorum Est* and *Do Not Go Gentle Into That Good Night* help develop the reader’s understanding of the poet’s attitude toward death in each poem?

**Learning Intentions**

* To practise and improve reading for meaning
* To express and argue own ideas about complex themes
* To appreciate how authors use techniques including structure to communicate with audiences
* To write formally in correct essay style

**How to Elaborate Well**

*There needs to be depth, that is several layers, to your elaborations/explanations of how the techniques are used. When using a quote/example you have to:*

* WHAT - identify the type of technique (layer 1)
* HOW - analyse the meaning of the words/phrases in the example, emphasising the links to ideas about death (layer 2)
* WHY - explain specifically what these words tell the audience (meaning) about the author’s attitude toward death – linking back to the question (layer 3).

**Comparing and Contrasting**

*This is a comparison essay so you are comparing and contrasting ideas in the poems and how the authors communicate these ideas using poetry features. Each paragraph must discuss:*

* Poetry techniques
* At least two of the poems
* Ideas about death

*This is not necessarily a complete list and others may also be used:*

**Comparison Words**

Like

Likewise

Just as

Comparable

Related

Equally

In like manner

Akin to

Corresponds to

In the same way

Alike

Similarly

Similarity

Parallel

As well as

In a similar fashion

Analogous to

But also

**Contrast Words**

But

However

In contrast

Yet

Differ

Difference

Despite

Variation

Still

On the contrary

Conversely

Otherwise

On the other hand









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| --- | --- | --- | --- |
| **Feature** | **At Standard** | **Above Standard** | **Well Above Standard** |
| Each paragraph contains the 3 layers of explanation (see Assignment Sheet) | The 3 layers are present but not well developed | Only one of the layers is less developed | All layers are well developed |
| Each paragraph compares aspects of at least 2 poems and overall all 3 poems are covered | One aspect of 2 poems in each paragraph and may include some suggestion of the effectiveness of each poem in relation to the other(s) | A wisely chosen aspect from 2 poems, which allows deep discussion and may include some explanation of the effectiveness of each poem in relation to the other(s) | Also may cover all 3 poems in one paragraph and clearly explains the effectiveness of each poem in relation to the other(s) |
| Each paragraph makes conclusions about what the poems under discussion say about death | Shallow conclusions made about the poem’s ideas on death | Conclusions with some supporting explanation on the poem’s ideas on death | Well explained conclusions on the poem’s ideas on death |
| Examples and quotes are used to illustrate point being made | One example and one quote from each of the 2 poems are used in each paragraph | Multiple well-chosen examples and quotes from the 2 poems are used in each paragraph, and they are relevant to the argument being made | Multiple well-chosen examples and quotes from the poems under discussion are used in each paragraph, and they are extremely helpful in supporting the argument being made. |
| The essay uses language of comparison and contrast | the language of comparison and contrast is occasionally used in the essay. | the language of comparison and contrast is frequently used in the essay, and it supports the argument being made.  | the language of comparison and contrast is frequently used in the essay, and it supports the argument being made in a clear and logical manner. |
| The essay uses connectives to organise and connect the various aspects of the essay | An obvious effort has been made to use some connectives to organize and connect the various aspects of the essay. | Connectives are frequently used in the essay to organize and connect the various aspects of the essay. | Logical connectives are frequently used in the essay to organize and connect the various aspects of the essay, which effectively supports the arguments being made. |
| The essay is structured in the conventional manner | The essay has intro, conclusion and paragraphs but the internal elements of these structures are not always clearly used or organised. | The essay has correct basic structure and the elements of structure are generally clearly used and organised, contributing to a well explained argument. | The essay is very well-structured and organised and the elements clearly contribute to the development of the argument.  |
| Formal language is used – such as avoiding 1st person; slang or colloquial words; using references correctly. | An obvious effort has been made to use formal language, although it is not consistent, and references are not always used correctly . | Formal language is consistently used throughout the body of the essay, although there may be some relapses into informality; references are generally used correctly. | Formal language is consistently used throughout the body of the essay. References are always used correctly.  |

Success Criteria Rubric for Poetry Essay