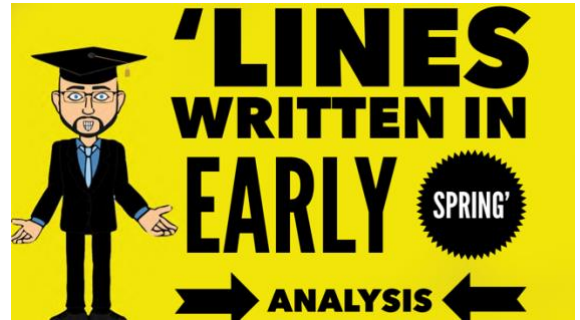


William Wordsworth: 'Lines Written in Early Spring'

To be completed whilst watching Mr Bruff's YouTube analysis video. On YouTube, search for: William Wordsworth: 'Lines Written in Early Spring' Mr Bruff Analysis.



QUESTIONS:

1. How did the early life tragedies of William Wordsworth influence his relationship with nature and his approach to poetry?
2. In which book does Wordsworth explain the circumstances surrounding the composition of 'Lines Written in Early Spring'?
3. Describe the landscape that inspired 'Lines Written in Early Spring' according to Wordsworth's account.
4. What are the key differences between Enlightenment poetry and Romantic poetry, as outlined in the video?
5. What are three defining features of Romantic poetry that are present in 'Lines Written in Early Spring'?
6. How does Wordsworth's language choice in 'Lines Written in Early Spring' reflect his main goal with these poems?
7. What is the literary genre of 'Lines Written in Early Spring' and how does this genre align with its publication in 'Lyrical Ballads'?
8. How does the speaker in the poem express his admiration for nature?
9. How does the speaker's view of nature contrast with his thoughts about humanity?
10. What figurative language techniques does Wordsworth employ in 'Lines Written in Early Spring'? How do they enhance the poem?
11. How does the structural form of the poem (the quatrains and rhyme scheme) reflect the theme of harmony in nature?
12. Explain how the syllable count per line contributes to the overall impact of the poem.
13. What is the effect of the shorter, final lines in each stanza?
14. How does the poem's treatment of nature lead the speaker to reflections on human action?
15. How might this poem be read as a commentary on wider historical events such as the French Revolution or the Industrial Revolution, despite its lack of explicit references?

EXTENSION QUESTIONS:

What is Wordsworth saying about the importance of belonging?
What does the poem tell us about the importance of place?

EXAM QUESTION:

Compare how poets present the ways in which the world affects people's lives in 'Lines Written in Early Spring' and one other poem from Worlds and lives.

Percy Shelley: 'England in 1819'

To be completed whilst watching Mr Bruff's YouTube analysis video. On YouTube, search for: Percy Shelley: 'England in 1819' - Mr Bruff Analysis.



QUESTIONS:

1. What is the historical context of the poem 'England in 1819'? What was Percy Shelley's personal situation when he wrote it?
2. For what audience was Shelley initially writing 'England in 1819'?
3. How does the poem 'England in 1819' fit into the AQA 'Worlds and Lives' cluster?
4. What is the main way that the world affects people's lives according to 'England in 1819'?
5. What deeper meaning might be suggested by Shelley's use of the adjective 'old' in the description of King George 3rd?
6. What is the significance of the adjective 'blind' in Shelley's depiction of King George 3rd?
7. Who might the 'Princes' referred to in the poem symbolise?
8. How does Shelley use the simile 'leechlike' to characterise the leaders of England?
9. What historical event is possibly referenced by the phrase 'A people starved and stabbed in th' untilled field'?
10. How does the word 'untilled' connect to Shelley's critique of the Industrial Revolution?
11. How does 'England in 1819' embody the conventions of the second generation of Romantic poetry?
12. What is the typical structure and theme of a Petrarchan sonnet?
13. How does the structure and theme of a Shakespearean sonnet differ from that of a Petrarchan sonnet?
14. Why might Shelley have chosen to write 'England in 1819' in the form of a sonnet, a genre traditionally associated with love poetry?
15. In 'England in 1819', how does Shelley express hope for a brighter future despite the long list of problems he identifies?

EXTENSION QUESTIONS:

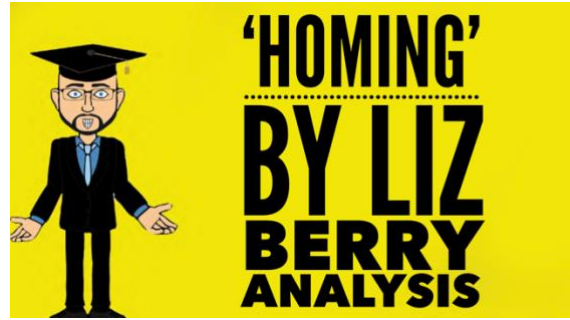
- A) Analyse the poem's portrayal of the various oppressive forces in England during the time and discuss how they affected people's lives.
- B) Explore the ways in which Shelley's 'England in 1819' is a Romantic poem.

EXAM QUESTION:

Compare how poets present the ways in which the world affects people's lives in 'England in 1819' and one other poem from Worlds and lives.

Liz Berry: 'Homing'

To be completed whilst watching Mr Bruff's YouTube analysis video. On YouTube, search for: Liz Berry: 'Homing' - Mr Bruff Analysis.



QUESTIONS:

1. How does the poet Liz Berry describe her motivation behind writing 'Homing'?
2. What key themes does 'Homing' explore, especially in relation to the AQA Worlds and Lives cluster?
3. Identify some examples of West Midlands vernacular used in 'Homing' and provide their meanings.
4. What is the principal object of Romantic poetry as explained by Wordsworth, and how does Berry's 'Homing' fit into this concept?
5. Why does Berry use the Black Country vernacular in her poem and how does this affect the reader?
6. Explain the significance of the two italicised, four-word lines in the poem. How does their structure affect their meaning?
7. What is the significance of the title 'Homing' in relation to the content of the poem?
8. What connection is established between homing pigeons and the speaker's relationship with language and heritage?
9. How does the poem reflect on the industrial past of the Black Country?
10. Analyse the imagery used from line 15 onwards. What do they represent and why are they important?
11. How does 'Homing' show a perspective on the urban, industrial world that contrasts with some other poems in the cluster?
12. What does the use of disappearing industries and dialects in 'Homing' suggest about the world and heritage?
13. How do the words 'fly' to the reader on the page at the end of the poem?
14. How does 'Homing' reflect on the 'worlds' and 'lives' aspect of the AQA Worlds and Lives cluster?
15. What does Liz Berry aim to achieve by embracing and passing forward the Black Country language and heritage through her poem 'Homing'?

EXTENSION QUESTION:

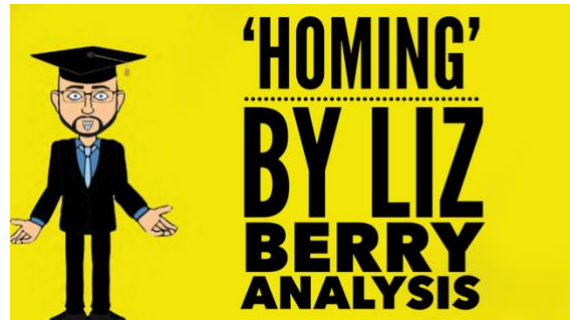
- a) Examine the role of dialect and heritage in shaping individual identity in Liz Berry's 'Homing'. In your answer, consider the speaker's emotional connection to these elements and how they contribute to her sense of self.

EXAM QUESTION:

Compare how poets present the impact of heritage on personal identity in 'Homing' and one other poem from Worlds and Lives.

Seni Seneviratne: 'A Wider View'

To be completed whilst watching Mr Bruff's YouTube analysis video. On YouTube, search for: Seni Seneviratne: 'A Wider View' - Mr Bruff Analysis.



QUESTIONS:

1. What type of housing did the great great grandfather live in and what problems did such houses cause?
2. How did rapid population growth during the industrial revolution affect cities like Leeds?
3. What major health issue arose in Leeds and other industrial cities due to the poor conditions and overcrowding?
4. How does the great great grandfather react to the harsh industrial life?
5. What does the title of the poem symbolize in the context of the great-great grandfather's life?
6. What were the working conditions like in the flax mill, as described in the second stanza?
7. Can you explain the significance of Harding's chimney in the context of this poem?
8. How does the poem's title relate to the great great grandfather's daily life and aspirations?
9. How does the speaker's life differ from that of the great great grandfather in the fourth stanza?
10. How does the term 'sodium gloom' symbolise the speaker's connection (or lack thereof) to nature and a 'wider view'?
11. What does the recurring image of looking up in the poem symbolise?
12. What does the connection between the speaker and the great great grandfather in the final stanza suggest about a sense of belonging?
13. What does Harding's chimney, resembling the bell tower of Florence Cathedral in Italy, symbolise in the context of belonging?
14. How does Seni's own mixed heritage and feelings of belonging influence the themes of the poem?
15. How do the buildings, Temple Mill and Harding's Chimney, with their designs borrowed from different cultures, represent the diverse influences that constitute one's sense of belonging?

Extension Question:

'A Wider View' not only tells the story of the great-great-grandfather but also that of the modern-day speaker. How does the poet intertwine these two narratives to present a more profound understanding of the individual struggle and hope? Discuss the use of poetic devices, structure, and recurring motifs in your answer.

Exam Question:

Compare how poets present the impacts of settings on the lives of individuals in 'A Wider View' and one other poem from the Worlds and Lives collection.

NOTE: This document will be updated as I complete my analysis of more poems. Please check the website again soon!