



'LONDON' BY WILLIAM BLAKE AND 'OZYMANDIAS' BY PERCY BYSSHE SHELLEY

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ ~~PREP STEP - Make a copy of this document.~~
- ☒ ~~PREP STEP - Share your essay outline template with your tutor.~~
- ☒ ~~PREP STEP - Copy and paste the link for your essay outline into your study system.~~
- ☒ ~~STEP 1 - Outline your 100% essay -~~ **START WITH THE CONCLUSION & WORK BACKWARDS**
- ☒ ~~STEP 2 - Use the TTECEA checklist for details~~
- ☒ ~~STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.~~
- ☒ ~~STEP 4 - Edit your essay.~~
- ☒ ~~STEP 5 - Put your essay together as one complete piece.~~

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‘OZYMANDIAS’ BY PERCY BYSSHE SHELLEY

I met a traveller from an antique land,
Who said—'Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.'





'LONDON' BY WILLIAM BLAKE

I wander thro' each charter'd street,
Near where the charter'd Thames does flow.
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every Man,
In every Infants cry of fear,
In every voice: in every ban,
The mind-forg'd manacles I hear

How the Chimney-sweepers cry
Every blackning Church appalls,
And the hapless Soldiers sigh
Runs in blood down Palace walls

But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plagues the Marriage hearse





ESSAY PLAN

I. Introduction

- A. Brief overview of 'Ozymandias' and 'London'
- B. Thesis statement: Analyse poets' choices of form, language, and structure to elicit emotional responses and prompt questioning of power structures and societal norms within the historical contexts of Romantic movement and Industrial Revolution

II. Forms

- A. 'Ozymandias': Non-traditional sonnet form
 - 1. Signifies Shelley's anti-establishment views
 - 2. Disrupts readers' expectations
 - 3. Elicits emotions of surprise and curiosity
- B. 'London': Simple quatrain form
 - 1. Reflects regularity and monotony of oppressed lives
 - 2. Evokes confinement and despair

III. Language

- A. 'Ozymandias': Powerful adjectives, alliteration, assonance, onomatopoeia
 - 1. Creates sense of desolation and destruction
 - 2. Resonates with Romantic ideals
- B. 'London': Repetition, imagery
 - 1. Emphasises suffering and inescapable conditions
 - 2. Provokes questioning of authority and injustice

IV. Structure

- A. 'Ozymandias': Russian doll structure, enjambment, caesura, end-stopped lines
 - 1. Enhances mystery and discovery
 - 2. Contributes to conversational tone
 - 3. Emphasises futility of human power
- B. 'London': Cyclical, repetitive structure
 - 1. Reinforces inescapable nature of plight
 - 2. Evokes despair and helplessness

V. Conclusion

- A. Restate thesis statement
- B. Brief comparison of historical contexts
- C. Discuss poems' focus on themes of power and human suffering





100% ESSAY STRUCTURE OVERVIEW







1. Introduction

- Introduce the two poems: 'Adlestrop' by Edward Thomas and 'London' by William Blake
- Mention the contrasting perspectives on human relationships with nature and society in each poem
- State the essay's aim to compare the poems' lyric forms, structure, and language techniques

2. Lyric forms and structure

- Explain the consistent ABAB rhyme scheme in 'Adlestrop,' evoking tranquillity and harmony
- Discuss the historical context of 'Adlestrop' (written on the eve of WWI)
- Describe the rigid structure and variations in meter in 'London,' emphasising suffering and resistance
- Discuss the historical context of 'London' (written during the Industrial Revolution)
- Compare the emotions evoked by the lyric forms in both poems and their relation to the authors' purposes

3. Language techniques

- Analyse auditory imagery and onomatopoeia in 'Adlestrop,' creating an atmosphere of serenity
- Explain the symbolic significance of chosen flora in 'Adlestrop'
- Analyse rich and evocative imagery in 'London,' exposing suffering and corruption
- Discuss the use of repetition in 'London' to emphasise the pervasive nature of suffering
- Compare the emotions elicited by the language in both poems and their relation to the authors' purposes

4. Conclusion

- Summarise the contrasting lyric forms, structure, and language techniques in the poems
- Reiterate the authors' differing perspectives on humanity's relationship with nature and society
- Discuss the historical contexts of both poems and their relevance to the authors' purposes
- Conclude by emphasising the importance of appreciating nature's restorative power and the necessity for resistance and change in response to societal ills





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<u>Hook AO1</u> <div>fact/statistic ▾</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Percy Bysshe Shelley's 'Ozymandias' and William Blake's 'London' are two iconic poems that critique the abuse of power and the transient nature of human achievements.
<u>Building sentence(s) AO3</u> <div><input type="checkbox"/> counter-argument</div> <div>OR</div> <div><input checked="" type="checkbox"/> some contextual info</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	While 'Ozymandias' focuses on the inevitable decay of political power, 'London' exposes the suffering caused by industrialisation and social inequality.
<u>Thesis statement AO1</u> <div><input checked="" type="checkbox"/> key-idea-1</div> <div><input checked="" type="checkbox"/> key-idea-2</div> <div><input checked="" type="checkbox"/> key-idea-3</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	This essay will analyse the poets' choices of distinct forms, evocative language, and purposeful structure to elicit strong emotional responses from readers, prompting them to question established power structures and societal norms within the historical contexts of the Romantic movement and the Industrial Revolution, ultimately inspiring introspection and a deeper understanding of the transient nature of power and the human condition.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<u>WHAT? Topic sentence AO1</u> <div><input checked="" type="checkbox"/> key-idea-1</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	'Ozymandias' is a sonnet with a non-traditional rhyme scheme (abab acdc edef ef), deviating from the conventional forms of Petrarchan and Shakespearean sonnets.
<u>HOW? Supporting sentences AO2</u> <div><input checked="" type="checkbox"/> terminology</div> <div><input checked="" type="checkbox"/> evidence</div> <div><input checked="" type="checkbox"/> close-analysis</div> <div><input checked="" type="checkbox"/> effects*</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	This departure signifies Shelley's anti-establishment views, influenced by the Romantic movement and the French Revolution, challenging conventional norms and prompting readers to question the status quo. By employing an unconventional sonnet form, Shelley disrupts readers' expectations and elicits emotions of surprise and curiosity, pushing them to reevaluate the nature of power and its transient quality. In contrast, 'London' adopts the simple quatrain form with an ABAB rhyme scheme, a more traditional lyric form, reflecting the regularity and monotony of the oppressed lives it portrays. The poem's structure evokes the confinement and despair





		experienced by London's inhabitants during the Industrial Revolution, creating a sense of empathy and sorrow in the reader.
<p>WHY? Concluding sentence(s) AO2/AO3</p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	The rigid form mirrors the unyielding societal structures that perpetuate suffering and inequality, inviting readers to critically examine the consequences of unchecked power and industrialisation.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<p>WHAT? Topic sentence AO1</p> <p><input checked="" type="checkbox"/> key idea 2</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Both poets employ rich imagery and skillful use of language to convey their themes, effectively eliciting emotions from the reader and altering their thoughts in relation to the historical contexts of the poems.
<p>HOW? Supporting sentences AO2</p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects²</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In 'Ozymandias,' Shelley uses powerful adjectives such as 'vast,' 'trunkless,' 'boundless,' 'bare,' 'lone,' and 'level' to create a sense of desolation and destruction, invoking emotions of awe and humility in the reader. These adjectives emphasise the insignificance of human ambition in the face of nature and time, resonating with the Romantic ideals that celebrated the power of the natural world. The poem's alliteration, assonance, and onomatopoeia contribute to its vividness and musicality, enhancing the reader's emotional engagement and reinforcing the notion of the enduring power of art. In 'London,' Blake employs repetition of words like 'charter'd' and 'cry' to emphasise the pervasive suffering and inescapable conditions faced by the city's inhabitants during the Industrial Revolution. The repeated words evoke a sense of hopelessness and despair in the reader, urging them to consider the human cost of unchecked progress and societal corruption. The imagery of 'black'ning Church' and 'mind-forg'd manacles' highlights the corrupting influences of organised religion and societal restrictions, provoking readers to question authority and injustice.
<p>WHY? Concluding sentence(s) AO2/AO3</p> <p><input checked="" type="checkbox"/> author's purpose</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Blake's choice of language serves to emphasise the widespread discontent and suffering experienced by the common people, aligning with his critique of power structures and the exploitation of the vulnerable.





<input checked="" type="checkbox"/> (final thought / context about the key idea)		
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key-idea-3	<div>Complete ▾</div> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Shelley's 'Ozymandias' employs a Russian doll structure, with three enclosed narratives that unravel to reveal the central theme of the poem—the transient nature of worldly power and the enduring power of art.
<u>HOW? Supporting sentences AO2</u> <input type="checkbox"/> terminology <input type="checkbox"/> evidence <input type="checkbox"/> close analysis <input type="checkbox"/> effects*	<div>Complete ▾</div> <p>(only mark complete when steps 1-5 are ALL complete)</p>	This layered structure enhances the poem's sense of mystery and discovery, drawing readers into the poem's message and eliciting feelings of curiosity and intrigue. The use of enjambment and caesura gives the poem a sense of a speaking voice, contributing to the poem's conversational and relatable tone. End-stopped lines, such as 'Nothing beside remains,' emphasise the absoluteness of the poem's assertions, generating a sense of finality and inevitability, further highlighting the futility of human power in the face of time and nature. In contrast, 'London' follows a cyclical, repetitive structure, with stanzas one and four focusing on suffering people, and stanza three exploring the causes of their suffering, such as the Church, industrialisation, landowners, and the monarchy. This structure reinforces the inescapable nature of the people's plight, reflecting the relentless cycle of misery experienced by those living in industrialised London.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <p>(only mark complete when steps 1-5 are ALL complete)</p>	The cyclical pattern evokes emotions of despair and helplessness in the reader, emphasising the need for societal change to break free from the cycle of oppression and suffering.
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	<div>Complete ▾</div> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In conclusion, the analysis of the poets' choices of distinct forms, evocative language, and purposeful structure has demonstrated their ability to elicit strong emotional responses from readers, encouraging them to question established power structures and societal norms within the historical contexts of the Romantic movement and the Industrial Revolution, ultimately fostering introspection and a deeper understanding of the transient nature





		of power and the human condition. 'Ozymandias' was composed in 1818, during a time when the Romantic movement was in full swing.
<p>Summary of controlling concept AO1</p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p>Summary of author's central purpose AO1/AO3</p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>The movement was characterised by a fascination with nature, individualism, and the expression of personal emotions. Shelley's poem can be seen as a response to the French Revolution and the fall of Napoleon, events that had demonstrated the impermanence of political power. The poem reflects on the fleeting nature of human achievements and the enduring power of art and nature. In contrast, 'London' was written in 1794, during the early years of the Industrial Revolution. The poem critiques the oppressive urban environment of the rapidly industrialising city and the societal inequalities that it perpetuated. Blake's poem focuses on the consequences of unchecked power and industrialisation, as well as the corrupting influences of organised religion and societal restrictions.</p>
<p>Universal message AO1</p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>While both poems touch upon themes of power and human suffering, 'Ozymandias' is more concerned with the ultimate futility of human ambition, whereas 'London' highlights the need for social change to alleviate the suffering experienced by the city's inhabitants.</p>

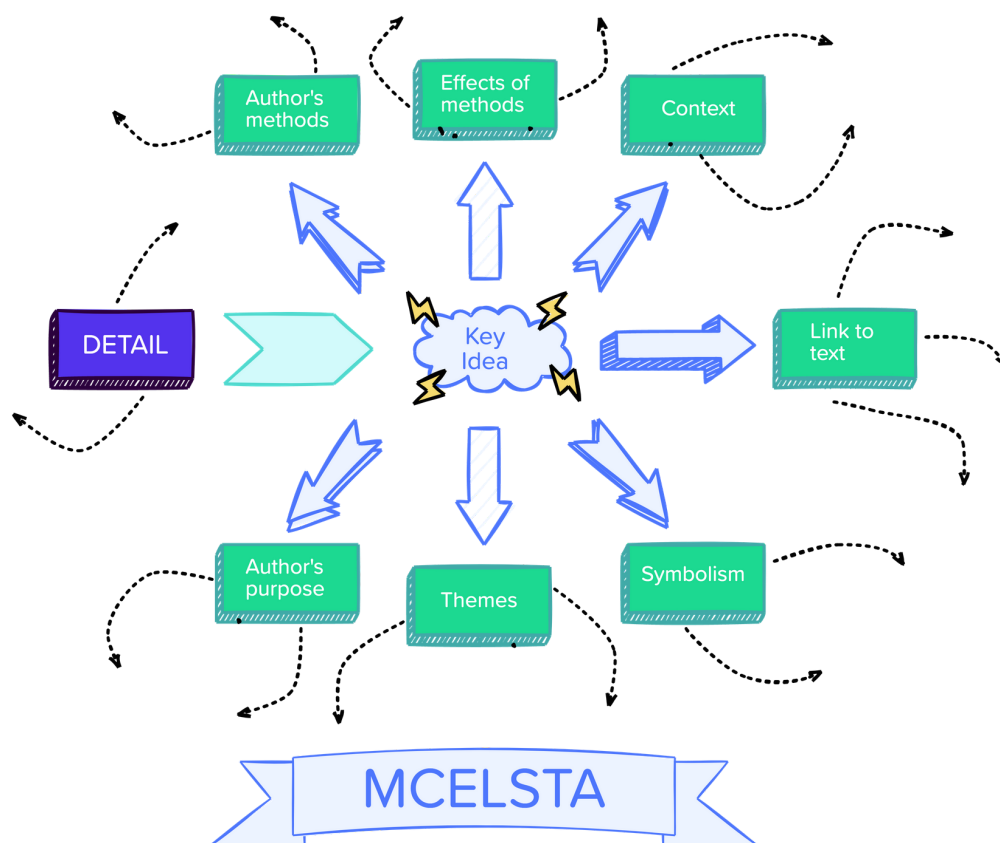




STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5b: 'Ozymandias' by Percy Bysshe Shelley

In Percy Bysshe Shelley's 'Ozymandias,' the poet employs a unique combination of form, language, and structure techniques to create a compelling exploration of power, hubris, and the impermanence of human achievements. In this essay, we will explore how Shelley's manipulation of the sonnet form, poetic language, and structure in 'Ozymandias' serves to emphasise the themes of desolation, decay, and the impermanence of power, ultimately challenging the reader to reconsider the pursuit of temporal power and glory.

Shelley's choice of the sonnet form reflects a balance between tradition and innovation, a hallmark of the Romantic movement. While the sonnet is traditionally associated with themes of love, beauty, and nature, Shelley subverts this expectation by employing the Petrarchan sonnet structure, consisting of an octave followed by a sestet with an ABABACDC EDEFEF rhyme scheme, to explore the ruin and decay of a once-mighty ruler. Consequently, this deviation from the traditional subject matter of the sonnet serves to heighten the poem's impact, as the reader is confronted with the ironic contrast between the form's associations and the poem's themes of desolation and the impermanence of power. For instance, the volta, or turning point, between the octave and sestet ('Nothing beside remains,' line 12) effectively highlights the ultimate futility of Ozymandias's attempt to immortalise himself through monumental art.

Moreover, Shelley's use of poetic language conveys the desolation and decay that permeate the poem. The vivid imagery, such as the 'Half sunk, a shattered visage' (line 4) and the 'colossal wreck' (line 13), creates a stark contrast between the grandeur of Ozymandias's past and the desolation of his present state. Additionally, the use of enjambment throughout the poem, notably between lines 11 and 12, 'The hand that mocked them and the heart that fed: / And on the pedestal these words appear,' contributes to the sense of fragmentation and decay. The irony in the inscription, 'My name is Ozymandias, King of Kings; / Look on my Works, ye Mighty, and despair!' (lines 10-11), further underscores the ultimate futility of human ambition and the impermanence of even the most powerful rulers. As a result, Shelley's diction, including words like 'decay' (line 14) and 'despair' (line 11), evokes emotions of melancholy and disillusionment, encouraging the reader to question the value of pursuing temporal power and glory.

Lastly, the poem's structure further enhances its themes by creating a sense of disintegration and fragmentation. The framing device, in which the speaker recounts the story of a traveler who encountered the ruins of Ozymandias's statue, adds a layer of distance and detachment. This narrative device emphasises the passage of time and the erosion of Ozymandias's legacy. The poem's progression from the vivid description of the statue's shattered remains to the barren landscape surrounding it, culminating in the haunting image of 'The lone and level sands stretch far away' (line 14), effectively underscores the ephemerality of human achievements and the inevitability of decay.

Throughout this essay, we have examined how Shelley's adept use of the sonnet form, poetic language, and structure in 'Ozymandias' effectively underscores themes of desolation, decay, and the impermanence of power, compelling the reader to reevaluate their notions of temporal power and glory. Through this critique, Shelley encourages the reader to reflect on the true value of power and the importance of humility in the face of time's inexorable.





STEP 5b: 'London' by William Blake and 'Ozymandias' by Percy Bysshe Shelley

Percy Bysshe Shelley's 'Ozymandias' and William Blake's 'London' are two iconic poems that critique the abuse of power and the transient nature of human achievements. While 'Ozymandias' focuses on the inevitable decay of political power, 'London' exposes the suffering caused by industrialisation and social inequality. This essay will analyse the poets' choices of distinct forms, evocative language, and purposeful structure to elicit strong emotional responses from readers, prompting them to question established power structures and societal norms within the historical contexts of the Romantic movement and the Industrial Revolution, ultimately inspiring introspection and a deeper understanding of the transient nature of power and the human condition.

'Ozymandias' is a sonnet with a non-traditional rhyme scheme (abab acdc edef ef), deviating from the conventional forms of Petrarchan and Shakespearean sonnets. This departure signifies Shelley's anti-establishment views, influenced by the Romantic movement and the French Revolution, challenging conventional norms and prompting readers to question the status quo. By employing an unconventional sonnet form, Shelley disrupts readers' expectations and elicits emotions of surprise and curiosity, pushing them to reevaluate the nature of power and its transient quality. In contrast, 'London' adopts the simple quatrain form with an ABAB rhyme scheme, a more traditional lyric form, reflecting the regularity and monotony of the oppressed lives it portrays. The poem's structure evokes the confinement and despair experienced by London's inhabitants during the Industrial Revolution, creating a sense of empathy and sorrow in the reader. The rigid form mirrors the unyielding societal structures that perpetuate suffering and inequality, inviting readers to critically examine the consequences of unchecked power and industrialisation.

Both poets employ rich imagery and skilful use of language to convey their themes, effectively eliciting emotions from the reader and altering their thoughts in relation to the historical contexts of the poems. In 'Ozymandias,' Shelley uses powerful adjectives such as 'vast,' 'trunkless,' 'boundless,' 'bare,' 'lone,' and 'level' to create a sense of desolation and destruction, invoking emotions of awe and humility in the reader. These adjectives emphasise the insignificance of human ambition in the face of nature and time, resonating with the Romantic ideals that celebrated the power of the natural world. The poem's alliteration, assonance, and onomatopoeia contribute to its vividness and musicality, enhancing the reader's emotional engagement and reinforcing the notion of the enduring power of art. In 'London,' Blake employs repetition of words like 'charter'd' and 'cry' to emphasise the pervasive suffering and inescapable conditions faced by the city's inhabitants during the Industrial Revolution. The repeated words evoke a sense of hopelessness and despair in the reader, urging them to consider the human cost of unchecked progress and societal corruption. The imagery of 'black'ning Church' and 'mind-forg'd manacles' highlights the corrupting influences of organised religion and societal restrictions, provoking readers to question authority and injustice. Blake's choice of language emphasises the widespread discontent and suffering experienced by the common people, aligning with his critique of power structures and the exploitation of the vulnerable.

Shelley's 'Ozymandias' employs a Russian doll structure, with three enclosed narratives that unravel to reveal the central theme of the poem—the transient nature of worldly power and the enduring power of art. This layered structure enhances the poem's sense of mystery and discovery, drawing readers into the poem's message and eliciting feelings of curiosity and intrigue. The use of enjambment and caesura gives the poem a sense of a speaking voice, contributing to the poem's conversational and relatable tone. End-stopped lines, such as 'Nothing beside remains,' emphasise the absoluteness of the poem's assertions, generating a sense of finality and inevitability, further highlighting the futility of human power in the face of time and nature. In contrast, 'London' follows a cyclical, repetitive structure, with stanzas one and four focusing on suffering people and stanza three exploring the causes of their suffering, such as the Church, industrialisation, landowners, and the monarchy. This structure reinforces the





inescapable nature of the people's plight, reflecting the relentless cycle of misery experienced by those living in industrialised London. The cyclical pattern evokes emotions of despair and helplessness in the reader, emphasising the need for societal change to break free from the cycle of oppression and suffering.

In conclusion, the analysis of the poets' choices of distinct forms, evocative language, and purposeful structure has demonstrated their ability to elicit strong emotional responses from readers, encouraging them to question established power structures and societal norms within the historical contexts of the Romantic movement and the Industrial Revolution, ultimately fostering introspection and a deeper understanding of the transient nature of power and the human condition. 'Ozymandias' was composed in 1818, when the Romantic movement was in full swing. The movement was characterised by a fascination with nature, individualism, and the expression of personal emotions. Shelley's poem can be seen as a response to the French Revolution and the fall of Napoleon, events that had demonstrated the impermanence of political power. The poem reflects on the fleeting nature of human achievements and the enduring power of art and nature. In contrast, 'London' was written in 1794, during the early years of the Industrial Revolution. The poem critiques the oppressive urban environment of the rapidly industrialising city and the societal inequalities it perpetuated. Blake's poem focuses on the consequences of unchecked power and industrialisation, as well as the corrupting influences of organised religion and societal restrictions. While both poems touch upon themes of power and human suffering, 'Ozymandias' is more concerned with the ultimate futility of human ambition, whereas 'London' highlights the need for social change to alleviate the suffering experienced by the city's inhabitants.

