



'THE DESTRUCTION OF SENNACHERIB' BY LORD BYRON AND 'WHAT WERE THEY LIKE?' BY DENISE LEVERTOV

! 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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'THE DESTRUCTION OF SENNACHERIB' BY LORD BYRON

The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold;
And the sheen of their spears was like stars on the sea,
When the blue wave rolls nightly on deep Galilee.

Like the leaves of the forest when Summer is green,
That host with their banners at sunset were seen:
Like the leaves of the forest when Autumn hath blown,
That host on the morrow lay withered and strown.

For the Angel of Death spread his wings on the blast,
And breathed in the face of the foe as he passed;
And the eyes of the sleepers waxed deadly and chill,
And their hearts but once heaved, and for ever grew still!

And there lay the steed with his nostril all wide,
But through it there rolled not the breath of his pride;
And the foam of his gasping lay white on the turf,
And cold as the spray of the rock-beating surf.

And there lay the rider distorted and pale,
With the dew on his brow, and the rust on his mail:
And the tents were all silent, the banners alone,
The lances unlifted, the trumpet unblown.

And the widows of Ashur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentile, unsmote by the sword,
Hath melted like snow in the glance of the Lord!





'WHAT WERE THEY LIKE?' BY DENISE LEVERTOV

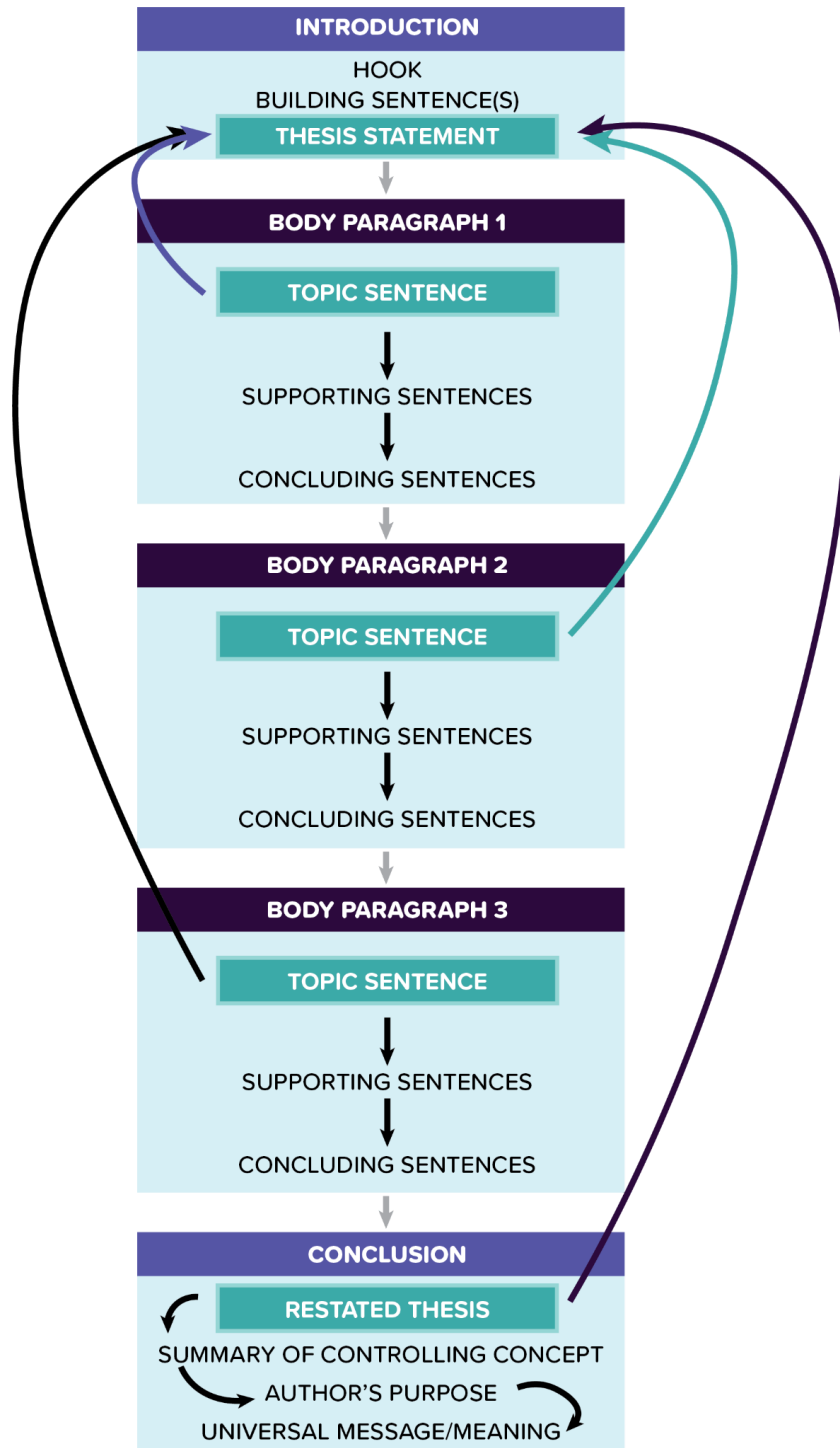
Did the people of Viet Nam
use lanterns of stone?
Did they hold ceremonies
to reverence the opening of buds?
Were they inclined to quiet laughter?
Did they use bone and ivory,
jade and silver, for ornament?
Had they an epic poem?
Did they distinguish between speech and singing?

Sir, their light hearts turned to stone.
It is not remembered whether in gardens
stone gardens illumined pleasant ways.
Perhaps they gathered once to delight in blossom,
but after their children were killed
there were no more buds.
Sir, laughter is bitter to the burned mouth.
A dream ago, perhaps. Ornament is for joy.
All the bones were charred.
it is not remembered. Remember,
most were peasants; their life
was in rice and bamboo.
When peaceful clouds were reflected in the paddies
and the water buffalo stepped surely along terraces,
maybe fathers told their sons old tales.
When bombs smashed those mirrors
there was time only to scream.
There is an echo yet
of their speech which was like a song.
It was reported their singing resembled
the flight of moths in moonlight.
Who can say? It is silent now.





100% ESSAY STRUCTURE OVERVIEW





PART A: ESSAY PLAN

I. Introduction

- A. Themes: power of nature, divine intervention, cycles of life and death
- B. Context: Romantic movement, Assyrian army's downfall in 701 BCE
- C. Focus: narrative form, vivid imagery, and structured progression

II. Narrative Form

- A. Anapaestic tetrameter
 - 1. Dynamic and energetic rhythm
 - 2. Reflects Assyrian army's pace
- B. Use of couplets
 - 1. Full, masculine rhymes
 - 2. Emphatic and authoritative tone
- C. Effects on reader
 - 1. Awe, anticipation, moral vindication
 - 2. Reinforces theme of divine justice and God's power

III. Vivid Imagery

- A. Assyrian army as predatory and evil
 - 1. Wolf descending upon sheep
 - 2. Fear, unease, moral vindication
- B. Excessive pride and arrogance
 - 1. 'Gleaming in purple and gold'
 - 2. Disdain, dangers of hubris, divine justice
- C. Nature imagery
 - 1. Romantic fascination with nature
 - 2. Awe and wonder, power of divine intervention

IV. Structured Progression

- A. Swift progression from arrival to demise
 - 1. Biblical language
 - 2. Divine authority and inevitability
- B. Repetition of key images and phrases
 - 1. Reinforces central themes
 - 2. Solemnity, foreboding, awe
- C. Effects on reader
 - 1. Anticipation, suspense, emotional engagement
 - 2. Contemplation of themes: divine justice, God's power

V. Conclusion

- A. Recap: narrative form, vivid imagery, structured progression
- B. Emotional impact on reader
- C. Themes: divine justice, God's power, awe-inspiring divine intervention
- D. Poem's message: power and wonder of natural world, eternal forces





PART B: ESSAY PLAN

I. Introduction

- A. Briefly introduce 'What were they like?' and 'The Destruction of Sennacherib'
- B. Mention the poets' use of form, language, and structure to evoke emotions and thoughts in the reader
- C. State the purpose of critiquing the destructiveness of war and reflecting on the loss of human life and culture

II. Poetic Form

- A. Discuss the dialogue form of 'What were they like?' and its effect on the reader
- B. Analyse the anapestic tetrameter and AABB rhyme scheme of 'The Destruction of Sennacherib' and the emotions it evokes
- C. Compare the emotional responses and purposes of both poems

III. Language

- A. Describe Levertov's use of evocative language and contrasting imagery
- B. Explain Byron's use of vivid, powerful imagery to depict the Assyrian army's defeat
- C. Compare the themes and emotions elicited in the reader by both poets' language choices

IV. Structure

- A. Analyse the fragmented structure of 'What were they like?' and its impact on the reader's emotions
- B. Discuss the linear narrative structure of 'The Destruction of Sennacherib' and the emotions it elicits
- C. Compare the reader's emotional response to the themes of both poems as a result of their structure

V. Conclusion

- A. Summarise the similarities and differences in form, language, and structure between the two poems
- B. Restate the poets' intentions in conveying messages about the devastating effects of war
- C. Emphasise the importance of remembering and preserving the stories of those affected by war





STEP 1a: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <input type="checkbox"/> fact/statistic	Not started (only mark complete when steps 1-5 are ALL complete)	
Building sentence(s) AO3 <input type="checkbox"/> counter-argument OR <input checked="" type="checkbox"/> some contextual info	Complete (only mark complete when steps 1-5 are ALL complete)	<p>'The Destruction of Sennacherib' by Lord Byron is a fascinating exploration of the power of nature, divine intervention, and the inescapable cycles of life and death. Drawing inspiration from the Romantic movement, Byron presents the story of the Assyrian army's downfall in 701 BCE as an unstoppable force, driven by God and as part of the natural order.</p>
Thesis statement AO1 <input checked="" type="checkbox"/> key-idea-1 <input checked="" type="checkbox"/> key-idea-2 <input checked="" type="checkbox"/> key-idea-3	Complete (only mark complete when steps 1-5 are ALL complete)	<p>In this essay, we will examine Lord Byron's choice of narrative form, vivid imagery, and a carefully structured progression to evoke a range of emotions in the reader, highlighting the themes of divine justice, the ultimate triumph of God's power, and the awe-inspiring nature of divine intervention.</p>
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key-idea-1	Complete (only mark complete when steps 1-5 are ALL complete)	<p>Byron's choice of narrative form in 'The Destruction of Sennacherib' conveys the story of the Assyrian army's downfall, immersing the reader in the historical events and biblical context.</p>
HOW? Supporting sentences AO2 <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	Complete (only mark complete when steps 1-5 are ALL complete)	<p>The anapaestic tetrameter he employs establishes a dynamic and energetic rhythm that propels the poem forward, mirroring the galloping pace of the Assyrian army's horses, as depicted in the line, 'And the sheen of their spears was like stars on the sea.' Moreover, the swift action of divine intervention is emphasised when 'The Angel of Death spread his wings on the blast.' This driving force of the meter heightens the dramatic tension and excitement of the narrative, eliciting awe and anticipation from the reader as they witness the unstoppable nature of the events unfolding, such as when 'the might of the Gentile, unsnuffed by the sword, / Hath melted like snow in the glance of the Lord!' In addition, Byron's use of couplets, featuring full, masculine rhymes, contributes to the emphatic and authoritative tone of the</p>





		verse, reinforcing the confidence with which he presents the divine destruction of the Assyrians. The chosen form provides a clear and engaging storytelling structure that not only captures the reader's attention but also underscores the poem's central theme of divine justice and the ultimate triumph of God's power over earthly forces.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Through the seamless integration of narrative form, anapaestic tetrameter, and couplet rhyme scheme, Byron successfully evokes emotions of wonder, reverence, and a sense of moral vindication in the face of divine intervention, as demonstrated in the lines 'And the widows of Ashur are loud in their wail, / And the idols are broke in the temple of Baal.'
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Throughout the poem, Byron employs vivid imagery and similes to build a powerful portrayal of the Assyrian army and the divine forces that bring about its destruction, effectively evoking a range of emotions in the reader.
HOW? Supporting sentences AO2 <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Comparing the Assyrians to a wolf descending upon a fold of sheep, Byron characterises them as predatory and evil, creating a sense of opposition and justifying their downfall. This imagery elicits feelings of fear and unease in the reader, which then transforms into a sense of moral vindication when the Assyrians are defeated. The description of the Assyrians 'gleaming in purple and gold' highlights their excessive pride and arrogance, further emphasising the necessity of their divine punishment. By presenting the Assyrians in such a grandiose manner, Byron generates a sense of disdain towards them, encouraging the reader to reflect on the dangers of hubris and the ultimate triumph of divine justice. Byron's use of nature imagery, such as 'like stars on the sea' and 'leaves of the forest,' connects the poem to the Romantic fascination with the natural world, portraying the Assyrians' demise as an inevitable part of the cycle of life and death.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	These striking images evoke a sense of awe and wonder in the reader, underscoring the poem's theme of the awe-inspiring power of divine intervention.





<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>	Byron's poem is structured in a way that emphasises the inevitability and finality of the Assyrian army's destruction, which in turn elicits a range of emotions in the reader.
<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>	The swift progression from the arrival of the Assyrians to their ultimate demise, as well as the use of biblical language, imbues the poem with a sense of divine authority and inevitability. This structure generates feelings of anticipation and suspense, as the reader becomes increasingly aware of the impending doom awaiting the Assyrians. The repetition of key images and phrases, such as 'leaves of the forest' and 'Angel of Death,' serves to reinforce the poem's central themes, while also evoking a sense of solemnity and foreboding in the reader. The seamless transition between life and death in the narrative underscores the inexorable nature of the events depicted, which, in turn, heightens the reader's sense of awe and wonder at the power of divine intervention. Byron's purpose in employing this particular structure is not only to effectively convey the narrative but also to provoke reflection and emotional engagement from the reader. The emotions elicited by the poem's structure - anticipation, suspense, solemnity, and awe - serve to draw the reader deeper into the narrative and encourage them to contemplate the larger themes at play, such as divine justice and the ultimate triumph of God's power over earthly forces.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" 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>	In doing so, Byron creates a lasting impact on the reader, ensuring that the poem's message resonates long after the final line has been read.
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>





<p>Restated thesis AO1</p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In conclusion, this essay has delved into Lord Byron's choice of narrative form, vivid imagery, and a carefully structured progression to evoke a range of emotions in the reader, highlighting the themes of divine justice, the ultimate triumph of God's power, and the awe-inspiring nature of divine intervention.</p>
<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>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>Through the use of anapaestic tetrameter, evocative imagery, and a tightly woven narrative structure, Byron conveys the inescapable cycles of life and death, as well as the ultimate triumph of divine forces over human pride and ambition. As a result, the poem stands as a testament to the power and wonder of the natural world, and the eternal, unstoppable forces that govern it.</p>





STEP 1b: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Not started ▾</div> (only mark complete when steps 1-5 are ALL complete)	
Building sentence(s) AO3 <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)	'What were they like?' by Denise Levertov and 'The Destruction of Sennacherib' by Lord Byron are two poems that explore the devastating effects of war, specifically the Vietnam War and the ancient Assyrian invasion of Israel, respectively. Both poets use various poetic techniques, including form, language, and structure, to evoke emotions and thoughts in the reader, ultimately aiming to critique the destructiveness of war and reflect on the loss of human life and culture.
Thesis statement AO1 <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 similarities and differences in the authors' choices of poetic form, language, and structure, supported by quotations from the poems, while considering the historical context that influenced their purpose for creating emotional and psychological effects.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <div><input checked="" type="checkbox"/> key-idea-1</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Levertov's 'What were they like?' adopts a dialogue form, consisting of two stanzas that pose questions and provide answers about the lost culture and people of Vietnam.
HOW? Supporting sentences AO2 <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 form invites the reader to engage in the poem's inquiry and contemplate the erasure of a civilisation. In contrast, Byron's 'The Destruction of Sennacherib' follows an anapestic tetrameter with an AABB rhyme scheme, creating a rhythmic and lyrical quality that mirrors the epic nature of the biblical event it narrates: 'The Assyrian came down like the wolf on the fold, / And his cohorts were gleaming in purple and gold.' The difference in form contributes to the distinct emotional responses each poem elicits; Levertov's form evokes a sense of loss and yearning for a forgotten past, while Byron's form conveys a sense of grandeur and inevitability in the face of divine intervention. The narrative





		form of Byron's poem elicits feelings of awe and wonder in the reader, and the vivid imagery of the Assyrian army's destruction highlights the futility of human power against divine forces.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Both Byron and Levertov's purposes are to critique the devastation of war; however, while Levertov focuses on the erasure of a civilisation, Byron underscores the ultimate powerlessness of human ambition in the face of a higher power.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key idea 2	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Levertov employs language that evokes the fragility and beauty of the Vietnamese culture, such as 'lanterns,' 'ivory,' and 'jade,' juxtaposed with the harsh realities of war, as seen in phrases like 'all the bones were charred' and 'their light hearts turned to stone.'
HOW? Supporting sentences AO2 <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects ²	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	This contrast not only highlights the poem's theme of loss and destruction but also elicits emotions of sadness and empathy from the reader, prompting them to contemplate the devastating impact of war on innocent lives and cultural heritage. Similarly, Byron uses vivid, powerful imagery to depict the Assyrian army's defeat, such as 'gleaming purple and gold,' 'the foam of his gasping,' and 'like the leaves of the forest when autumn hath blown.' These images evoke feelings of awe and dread in the reader, leading them to reflect on the destructive force of war and the ultimate triumph of divine intervention over human power.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	While both poets utilise contrasting language to emphasise the destruction brought by war, Levertov focuses on the obliteration of an entire culture, affecting the reader's emotions with a sense of loss and despair, whereas Byron emphasises the futility of human power against divine intervention, inspiring a mix of fear, awe, and humility in the reader.
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>	In 'What were they like?', Levertov employs a fragmented structure, with short sentences and phrases such as 'Sir, their light hearts turned to stone' and 'It is not remembered,' that convey the brokenness of the Vietnamese culture and the difficulties in reconstructing it from memory.
<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 structure mirrors the disjointed nature of the poem's subject matter and contributes to the emotional impact of the text, eliciting feelings of confusion, loss, and grief in the reader. These emotions provoke the reader to ponder the devastating consequences of war on a society's cultural identity and the challenges in preserving that history amidst destruction. Conversely, 'The Destruction of Sennacherib' features a more linear narrative structure, following the chronological progression of the Assyrian invasion and subsequent defeat, as illustrated by lines such as 'For the Angel of Death spread his wings on the blast' and 'Hath melted like snow in the glance of the Lord!' This structure heightens the dramatic tension in the poem and emphasises the inevitability of the divine intervention that brings about the Assyrians' downfall. The emotions elicited in the reader include anticipation, suspense, and awe, as they witness the unfolding of the divine retribution.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" 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>	These emotions affect the reader's thoughts by encouraging reflection on the themes of divine justice, the futility of human power, and the ultimate triumph of divine forces over earthly ambitions.
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 comparing the poetic form, language, and structure of 'What were they like?' by Denise Levertov and 'The Destruction of Sennacherib' by Lord Byron, it is evident that both poets effectively use these techniques to evoke emotions and thoughts in the reader and convey their respective messages about the devastating effects of war. While Levertov's poem focuses on the loss of the Vietnamese culture and the difficulty of reconstructing it, Byron's poem highlights the futility of human power in the face of divine intervention.





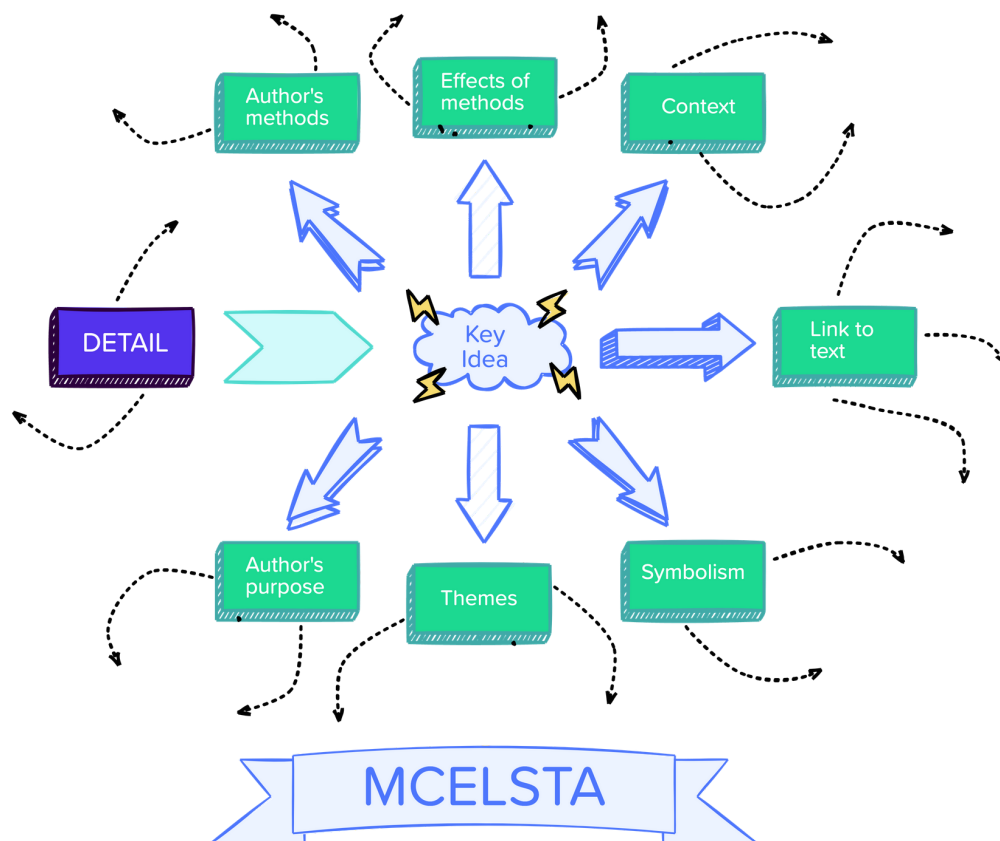
<p><u>Summary of controlling concept AO1</u></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p><u>Summary of author's central purpose AO1/AO3</u></p> <p>How does the controlling concept reflect the 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><u>Universal message AO1</u></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>Ultimately, both poems serve as powerful reminders of the destructiveness of war and the importance of remembering and preserving the stories of those affected by it, thereby achieving their intended emotional and psychological effects on the reader.</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 5a: 'The Destruction of Sennacherib' by Lord Byron

'The Destruction of Sennacherib' by Lord Byron is a fascinating exploration of the power of nature, divine intervention, and the inescapable cycles of life and death. Drawing inspiration from the Romantic movement, Byron presents the story of the Assyrian army's downfall in 701 BCE as an unstoppable force, driven by God and as part of the natural order. In this essay, we will examine Lord Byron's choice of narrative form, vivid imagery, and a carefully structured progression to evoke a range of emotions in the reader, highlighting the themes of divine justice, the ultimate triumph of God's power, and the awe-inspiring nature of divine intervention.

Byron's choice of narrative form in 'The Destruction of Sennacherib' conveys the story of the Assyrian army's downfall, immersing the reader in the historical events and biblical context. The anapaestic tetrameter he employs establishes a dynamic and energetic rhythm that propels the poem forward, mirroring the galloping pace of the Assyrian army's horses, as depicted in the line, 'And the sheen of their spears was like stars on the sea.' Moreover, the swift action of divine intervention is emphasised when 'The Angel of Death spread his wings on the blast.' This driving force of the meter heightens the dramatic tension and excitement of the narrative, eliciting awe and anticipation from the reader as they witness the unstoppable nature of the events unfolding, such as when 'the might of the Gentile, unsmeared by the sword, / Hath melted like snow in the glance of the Lord!' In addition, Byron's use of couplets, featuring full, masculine rhymes, contributes to the emphatic and authoritative tone of the verse, reinforcing the confidence with which he presents the divine destruction of the Assyrians. The chosen form provides a clear and engaging storytelling structure that not only captures the reader's attention but also underscores the poem's central theme of divine justice and the ultimate triumph of God's power over earthly forces. Through the seamless integration of narrative form, anapaestic tetrameter, and couplet rhyme scheme, Byron successfully evokes emotions of wonder, reverence, and a sense of moral vindication in the face of divine intervention, as demonstrated in the lines 'And the widows of Ashur are loud in their wail, / And the idols are broke in the temple of Baal.'

Throughout the poem, Byron employs vivid imagery and similes to build a powerful portrayal of the Assyrian army and the divine forces that bring about its destruction, effectively evoking a range of emotions in the reader. Comparing the Assyrians to a wolf descending upon a fold of sheep, Byron characterises them as predatory and evil, creating a sense of opposition and justifying their downfall. This imagery elicits feelings of fear and unease in the reader, which then transforms into a sense of moral vindication when the Assyrians are defeated. The description of the Assyrians 'gleaming in purple and gold' highlights their excessive pride and arrogance, further emphasising the necessity of their divine punishment. By presenting the Assyrians in such a grandiose manner, Byron generates a sense of disdain towards them, encouraging the reader to reflect on the dangers of hubris and the ultimate triumph of divine justice. Byron's use of nature imagery, such as 'like stars on the sea' and 'leaves of the forest,' connects the poem to the Romantic fascination with the natural world, portraying the Assyrians' demise as an inevitable part of the cycle of life and death. These striking images evoke a sense of awe and wonder in the reader, underscoring the poem's theme of the awe-inspiring power of divine intervention.

Byron's poem is structured in a way that emphasises the inevitability and finality of the Assyrian army's destruction, which in turn elicits a range of emotions in the reader. The swift progression from the arrival of the Assyrians to their ultimate demise, as well as the use of biblical language, imbues the poem with a sense of divine authority and inevitability. This structure generates feelings of anticipation and suspense, as the reader becomes increasingly aware of the impending doom awaiting the Assyrians. The repetition of key images and phrases, such as 'leaves of the forest' and 'Angel of Death,' serves to reinforce the poem's central themes, while also evoking a sense of solemnity and foreboding in the reader. The seamless transition between life and death in the narrative underscores





the inexorable nature of the events depicted, which, in turn, heightens the reader's sense of awe and wonder at the power of divine intervention. Byron's purpose in employing this particular structure is not only to effectively convey the narrative but also to provoke reflection and emotional engagement from the reader. The emotions elicited by the poem's structure - anticipation, suspense, solemnity, and awe - serve to draw the reader deeper into the narrative and encourage them to contemplate the larger themes at play, such as divine justice and the ultimate triumph of God's power over earthly forces. In doing so, Byron creates a lasting impact on the reader, ensuring that the poem's message resonates long after the final line has been read.

In conclusion, this essay has delved into Lord Byron's choice of narrative form, vivid imagery, and a carefully structured progression to evoke a range of emotions in the reader, highlighting the themes of divine justice, the ultimate triumph of God's power, and the awe-inspiring nature of divine intervention. Through the use of anapaestic tetrameter, evocative imagery, and a tightly woven narrative structure, Byron conveys the inescapable cycles of life and death, as well as the ultimate triumph of divine forces over human pride and ambition. As a result, the poem stands as a testament to the power and wonder of the natural world, and the eternal, unstoppable forces that govern it.





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

'What were they like?' by Denise Levertov and 'The Destruction of Sennacherib' by Lord Byron are two poems that explore the devastating effects of war, specifically the Vietnam War and the ancient Assyrian invasion of Israel, respectively. Both poets use various poetic techniques, including form, language, and structure, to evoke emotions and thoughts in the reader, ultimately aiming to critique the destructiveness of war and reflect on the loss of human life and culture. This essay will analyse the similarities and differences in the authors' choices of poetic form, language, and structure, supported by quotations from the poems, while considering the historical context that influenced their purpose for creating emotional and psychological effects.

Levertov's 'What were they like?' adopts a dialogue form, consisting of two stanzas that pose questions and provide answers about the lost culture and people of Vietnam. This form invites the reader to engage in the poem's inquiry and contemplate the erasure of a civilisation. In contrast, Byron's 'The Destruction of Sennacherib' follows an anapestic tetrameter with an AABB rhyme scheme, creating a rhythmic and lyrical quality that mirrors the epic nature of the biblical event it narrates: 'The Assyrian came down like the wolf on the fold, / And his cohorts were gleaming in purple and gold.' The difference in form contributes to the distinct emotional responses each poem elicits; Levertov's form evokes a sense of loss and yearning for a forgotten past, while Byron's form conveys a sense of grandeur and inevitability in the face of divine intervention. The narrative form of Byron's poem elicits feelings of awe and wonder in the reader, and the vivid imagery of the Assyrian army's destruction highlights the futility of human power against divine forces. Both Byron and Levertov's purposes are to critique the devastation of war; however, while Levertov focuses on the erasure of a civilisation, Byron underscores the ultimate powerlessness of human ambition in the face of a higher power.

Levertov employs language that evokes the fragility and beauty of the Vietnamese culture, such as 'lanterns,' 'ivory,' and 'jade,' juxtaposed with the harsh realities of war, as seen in phrases like 'all the bones were charred' and 'their light hearts turned to stone.' This contrast not only highlights the poem's theme of loss and destruction but also elicits emotions of sadness and empathy from the reader, prompting them to contemplate the devastating impact of war on innocent lives and cultural heritage. Similarly, Byron uses vivid, powerful imagery to depict the Assyrian army's defeat, such as 'gleaming purple and gold,' 'the foam of his gasping,' and 'like the leaves of the forest when autumn hath blown.' These images evoke feelings of awe and dread in the reader, leading them to reflect on the destructive force of war and the ultimate triumph of divine intervention over human power. While both poets utilise contrasting language to emphasise the destruction brought by war, Levertov focuses on the obliteration of an entire culture, affecting the reader's emotions with a sense of loss and despair, whereas Byron emphasises the futility of human power against divine intervention, inspiring a mix of fear, awe, and humility in the reader.

In 'What were they like?', Levertov employs a fragmented structure, with short sentences and phrases such as 'Sir, their light hearts turned to stone' and 'It is not remembered,' that convey the brokenness of the Vietnamese culture and the difficulties in reconstructing it from memory. This structure mirrors the disjointed nature of the poem's subject matter and contributes to the emotional impact of the text, eliciting feelings of confusion, loss, and grief in the reader. These emotions provoke the reader to ponder the devastating consequences of war on a society's cultural identity and the challenges in preserving that history amidst destruction. Conversely, 'The Destruction of Sennacherib' features a more linear narrative structure, following the chronological progression of the Assyrian invasion and subsequent defeat, as illustrated by lines such as 'For the Angel of Death spread his wings on the blast' and 'Hath melted like snow in the glance of the Lord!' This structure heightens the dramatic tension in the poem and emphasises the inevitability of the divine intervention that brings about the Assyrians' downfall. The emotions elicited in the reader include anticipation, suspense, and awe, as they witness the unfolding of the divine retribution. These





emotions affect the reader's thoughts by encouraging reflection on the themes of divine justice, the futility of human power, and the ultimate triumph of divine forces over earthly ambitions.

In comparing the poetic form, language, and structure of 'What were they like?' by Denise Levertov and 'The Destruction of Sennacherib' by Lord Byron, it is evident that both poets effectively use these techniques to evoke emotions and thoughts in the reader and convey their respective messages about the devastating effects of war. While Levertov's poem focuses on the loss of the Vietnamese culture and the difficulty of reconstructing it, Byron's poem highlights the futility of human power in the face of divine intervention. Ultimately, both poems serve as powerful reminders of the destructiveness of war and the importance of remembering and preserving the stories of those affected by it, thereby achieving their intended emotional and psychological effects on the reader.

