

UNSEEN POETRY

Example question and how to get top marks
(20% of final English Literature GCSE)

POETRY DEVICES – LANGUAGE

(Devices in bold – for a pass)

POETRY DEVICES – STRUCTURE

Both unseen poems will be printed on the question paper.

Q1 - In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)

Q2 - In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)

A01 (Question one only)	<input type="checkbox"/> Critical, exploratory conceptualised response to task and text <input type="checkbox"/> Judicious use of precise references to support interpretation(s)
A02 (Question one and two)	<input type="checkbox"/> Analysis of writer's methods with subject terminology used judiciously <input type="checkbox"/> Exploration of effects of writer's methods on reader

Abstract	An idea rather than a real thing
Alliteration	Repeated first letter
Antagonist	Evil main character
Assonance	Repeated vowel sound
Authentic	Seems genuine/truthful
Cliché	Over-used phrase
Consonance	Repeated consonant sound
Concrete	A solid/real example
Colloquial language	Local/casual language
Emotive	Makes you feel emotional
Euphemism	Alternative words to make something nasty sound okay
Extended metaphor	A series of metaphors all relating to each other
Half rhyme	Nearly rhymes
Hyperbole	Exaggeration
Imagery	Something used to describe something else
Internal rhyme	Rhyme that is on the same line
Irony	Sarcasm
Metaphor	Something is described as being something else
Mood	Atmosphere
Onomatopoeia	A verb sounds like what it does
Personification	A non-human thing is given human qualities
Plosive	Letters p/t/k/b/d/g
Protagonist	Good main character
Question	Asks something
Rhyme	Words that sound the same
Semantic field	Words that are about the same thing
Sibilance	A repeated s sound
Simile	Something is described as being like/as something else to describe it
Symbol/ symbolism	Something that represents something else
Tone/Voice	Emotion

Chronological	In order of time
Caesura	A big break in the middle of a line
Enjambment	A sentence runs over more than one line
Iambic pentameter	5 sets of weak/strong beats in a line
Juxtaposition	Two opposites
Layout	Position of lines/words on the page
Anaphora	Repeated first few words at start of lines
Oxymoron	Two opposite words next to each other
Rhyme scheme	The organisation of the rhyme
Rhyming couplet	Two lines that rhyme next to each other
Rhythm	The beat
Stanza/Verse	A paragraph in a poem
Volta	The turning point of a poem
Repetition	Something repeated

POETRY DEVICES – FORM

Auto-biographical	About the poet
Ballad	Story poems– often 4 lines stanzas
Blank verse	Verse with no rhyme – usually 10 syllables
Dramatic monologue	A character speaks to the reader
Epic	Tragic/heroic story poems
First person	'I'
Free verse	No regular rhyme/rhythm
Haiku	3 lines, syllables 5/7/5. Often about nature
Lyrical	Emotional and beautiful
Narrative	A story
Ode	Lyrical poem often addressed to one person
Phonetic spelling	Written like it sounds
Rhetoric	Persuasive
Sonnet	14 lines, ababcdcdefeg, Often love poem
Shape poem	Poem is in shape of the main subject
Third person	He/she/they

Assessment Objectives

A01 - Read, understand and respond to texts. Students should be able to: maintain a critical style & develop an informed personal response plus use textual references, including quotations, to support & illustrate interpretations.

A02 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Don't mix these words up

Poet/speaker/
narrator/persona/
writer/ character

The Exam

45 minutes – 2 tasks – no choice

Question one – 30 mins
Question two – 15 mins

Step one: read & highlight key words in **question one**

Step two: read the first poem at least **twice & highlight devices**

Step three: Write a mini-intro (what the poem is about) then as many PEE/PEAs as poss. – name **devices** /pick out **words**

Step four: read the second poem at least **twice & highlight devices**

Step five Write a mini-intro (what the main difference between the two poems is) then as many 'PEE/PEA/Compares' as you can - name **devices** or pick out **words**. Plus – use **connectives**: also/additionally/both/ whereas/ however/ meanwhile

Stretch yourself

Look for the deeper hidden meaning (sometimes a giant is an adult, or a nettle sting is a rejection from a friend.) Also look for subversion of a form.