

# 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

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

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

## POETRY DEVICES – FORM

Auto-biographical	About the poet
Ballad	Story poems– often 4 lines stanzas
Blank verse	Verses with no rhyme – usually 10 syllables
Dramatic monologue	A character speaks to the reader
Epic	Tragic/heroic story poems
<b>First person</b>	<b>'I'</b>
Free verse	No regular rhyme/rhythm
Haiku	3 lines, syllables 5/7/5. Often about nature
Lyrical	Emotional and beautiful
<b>Narrative</b>	<b>A story</b>
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
<b>Third person</b>	<b>He/she/they</b>

### 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.