

# 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<br>(Question one only)    | <input type="checkbox"/> Critical, exploratory conceptualised response to task and text<br><input type="checkbox"/> Judicious use of precise references to support interpretation(s) |
| A02<br>(Question one and two) | <input type="checkbox"/> Analysis of writer's methods with subject terminology used judiciously<br><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                | Making something unpleasant or embarrassing sound more acceptable.           |
| 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         | Verse 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, ababcdcdefegf, 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.