**Unseen Poetry Knowledge Organiser**



POETRY DEVICES
Alliteration: Repeated first letter
Assonance: Repeated vowel sound
Consonance: Repeated consonant sound
Colloquial language: Local/casual language
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: descriptive words/phrases used to create a clear picture
Internal rhyme: Rhyme that is on the same line
Metaphor: Something is described as being something else
Mood: Atmosphere created
Onomatopoeia A verb sounds like what it does
Personification: A non-human thing is given human qualities
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
Chronological: In order of time
Enjambment: A sentence runs over more than one line
Iambic pentameter:5 sets of weak/strong beats in a line Juxtaposition: Two opposites
Oxymoron: Two opposite words next to each other
Rhyme scheme: The organisation of the rhyme (using abcd)
Rhyming couplet: Two lines that rhyme next to each other
Stanza: A paragraph in a poem
Repetition: Something repeated
Auto-biographical: About the poet
Dramatic monologue: A character speaks to the reader
Free verse: No regular rhyme/rhythm
Narrative A story

Example Question:

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]

Comparing connectives:

Likewise

Similarly

Equally

Likewise

As with

Contrasting connectives:

However

Whereas

On the other hand

Alternatively

Although

Advice from AQA:
**“In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.”**

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/techniques.

Step three: write a mini-intro (what the poem is about) then as many PEE/PEAs as possible – 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… always compare.

Plus – use a variety of connectives: also/additionally/both/ whereas/ however/ meanwhile.

Assessment Objectives

AO1 (Question one only)

* Critical, exploratory conceptualised response to task and text
* Judicious use of precise references to support interpretation(s)

AO2 (Question one and two)

* Analysis of writer’s methods with subject terminology used judiciously
* Exploration of effects of writer’s methods on reader

Stretch Yourself!

LOOK FOR ALTERNATIVE INTERPRETATIONS WHICH MAY, OR NOT, SUPPORT YOUR INITIAL COMMENT – GIVE A DIFFERENT POSSIBILITY