

For each question consider and think about the following with highlighter at the ready.....

- Highlight the key words from the question, then read the title and the poem carefully thinking about words and phrases **that are relevant to the question**
- Make sure that you establish what the poem is about and **DON'T PANIC!** Before you begin to think about planning an answer to the question

Next, consider these questions:

- What are the main ideas of the poem?
- What is the tone of the poem? (mood)
- How does the poet feel?
- How does the poet make you (the reader) feel?
- What words and phrases from the poem are relevant to the question?
- Do they include any language or structural devices? If so, highlight them!
- What is the effect of these language and structural devices on the reader?
- Why was the poem written?
- What are the writer's intentions?
- What is the poem's message?

Language, Structure and Form: what to look for:

Language	Structure	Form
<ul style="list-style-type: none"> ○ Similes ○ Metaphors ○ Alliteration ○ Onomatopoeia ○ Assonance ○ Imagery ○ Hyperbole ○ Oxymoron ○ Personification ○ Symbolism 	<ul style="list-style-type: none"> ○ Repetition ○ Stanzas ○ Rhyme Scheme (irregular, regular?) ○ Rhythm ○ Beat ○ Iambic Pentameter ○ Caesura ○ Enjambment ○ Rhyming Couplet 	<ul style="list-style-type: none"> ○ Ballad ○ Sonnet ○ Free Verse ○ Humorous ○ Lyrical ○ Narrative ○ Epitaph






Finally, now you are a master of planning: complete your answer. .

ASSESS YOURSELF

Read through your response, have you:

- ✓ Demonstrated a good understanding of the ideas raised in the poem?
- ✓ Commented on the poet's use of language?
- ✓ Commented on the poet's use of structure?
- ✓ Used relevant examples to support your ideas?
- ✓ Referred to the question throughout the response?
- ✓ Written an extended response?
- ✓ Proof read and spelt keywords accurately?

If you are still struggling to understand the poems. Here are some helpful guides:

<p>Reading Read the poem through three times.</p> 	<p>First ideas What do you think the poem is about?</p> 	<p>Mood (purpose) Is the poem meant to be:</p> <ul style="list-style-type: none">• funny• scary• serious• interesting• happy <p>or something else ...?</p>	<p>Quotation Find a quotation that shows the mood of the poem:</p> 
<p>Words / language Which are used in your poem?</p> <ul style="list-style-type: none">• repetition• command• simile• metaphor• alliteration <p>Give an example of one language feature you ticked.</p>	<p>Words Pick out an interesting word or phrase</p>  <p>Why is this a good word or phrase to use?</p>	<p>Structure How many verses are there? How does the poem change?</p> 	<p>Opinion What do you like/dislike about the poem?</p>

How to analyse and Unseen text

Attitude

Why was it written? Themes?
Messages? Tone? Mood?

Language

Techniques? Effect on the reader?

Structure

Techniques? Effect on the reader?

Own opinion

The poem's/text's effect on the reader/listener/you?

Section C

UNSEEN POETRY Sample Questions

Allow 45 Minutes for this Section – remember the first part of the question has 24 marks while the second part is 8 marks so adjust your time accordingly – roughly 30/15 minutes

Q1

Read the poem below. What do you think the poet is saying about what it can feel like to be left alone? How does the poet present her ideas? 24 marks

AT SEA

With nothing to do now he's gone,
she dusts the house,
sweeps the bleached verandah clear of sand.
The broom leaves a trail of grit on the step,
a sprinkling under the hook where it hangs.

A coat for a pillow,
she sleeps downstairs,
dreams the loathed ocean is coming for her,
climbing the cliffs,
creeping in through the door.

She wakes to the screaming gulls,
his shirts on the line
and the high tide's breakers'
chill in her arms.

Jennifer Copley

Q2

'At Sea' and 'The Sands of Dee' both describe the power of the sea. Compare the way the poets present the sea in these two poems. 8 marks

O MARY, go and call the cattle home,
And call the cattle home,
And call the cattle home
Across the sands of Dee;

The western wind was wild and dank with foam,
And all alone went she.

5

The western tide crept up along the sand,
And o'er and o'er the sand,
And round and round the sand,
As far as eye could see.

10

The rolling mist came down and hid the land:
And never home came she.

'Oh! is it weed, or fish, or floating hair,
A tress of golden hair,
A drownèd maiden's hair
Above the nets at sea?

15

Was never salmon yet that shone so fair
Among the stakes of Dee.'

They rowed her in across the rolling foam,
The cruel crawling foam,
The cruel hungry foam,
To her grave beside the sea:

20

But still the boatmen hear her call the cattle home
Across the sands of Dee.

Charles Kingsley

Sands of Dee - a sandy bay in North Wales dank - damp and unpleasant

O'er - over tress - a piece of hair or a plait

Sample Question 2 Unseen Poetry Section C

Q1 Read the poem below. What do you think the poet is saying about the way people react when a relationship ends? How does the poet convey her ideas?

Don't Say I Said

Next time you speak to you-know-who
I've got a message for him.
Tell him that I have lost a stone
Since the last time I saw him.
Tell him that I've got three new books
Coming out soon, but play it
Cool, make it sound spontaneous.
Don't say I said to say it.

He might ask if I've mentioned him.
Say I have once, in passing.
Memorize everything he says
And, no, it won't be grassing
When you repeat his words to me –
It's the only way to play it.
Tell him I'm toned and tanned and fine.
.Don't say I said to say it.

Say that serenity and grace
Have taken root inside me.
My top-note is frivolity
But beneath, dark passions guide me.
Tell him I'm radiant and replete
And add that everyday it
Seems I am harder to resist.
Don't say I said to say it.

Tell him that all my ancient faults
Have been eradicated.
I do not carp or analyse
As I might have when we dated.
Say I'm not bossy any more
Or, better still, convey it
Subtly, but get the point across.
Don't say I said to say it.

Sample Question 2 Unseen Poetry Section C

Q2

Read the poem below. In both 'Don't Say I Said' and 'Flowers', the narrators reveal their feelings about the end of a relationship. What are the similarities and differences in the way these feelings are described?

Flowers

Some men never think of it.

You did. You'd come along

And say you'd nearly brought me flowers

But something had gone wrong.

The shop was closed. Or you had doubts -

The sort that minds like ours

Dream up incessantly. You thought

I might not want your flowers.

It made me smile and hug you then.

Now I can only smile.

But, look, the flowers you nearly brought

Have lasted all this while.

Wendy Cope

Here is the mark scheme that the examiner will use to mark your work

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 21–24 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory conceptualised response to task and text • Judicious use of precise references to support interpretation(s) 	<p>At the top of the level, a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology.</p> <p>At the bottom of the level, a candidate will have level 5 and be starting to demonstrate elements of exploratory thought and / or analysis of writers' methods.</p>
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader 	
Level 5 <i>Thoughtful, developed consideration</i> 17–20 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and text • Apt references integrated into interpretation(s) 	<p>At the top of the level, a candidate's response is likely to include be thoughtful, detailed and developed. It takes a considered approach to the task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology.</p> <p>At the bottom of the level, a candidate will have level 4 and be starting to demonstrate elements of thoughtful consideration and / or examination of writers' methods.</p>
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader 	

Level 4 <i>Clear understanding</i> 13–16 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology.</p> <p>At the bottom of the level, a candidate will have level 3 and be starting to demonstrate elements of understanding and / or explanation of writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
Level 3 <i>Explained, structured comments</i> 9–12 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by relevant use of subject terminology.</p> <p>At the bottom of the level, a candidate will level 2 and be starting to explain and / or make relevant comments on writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	

Level 2 <i>Supported, relevant comments</i> 5–8 marks	AO1	<ul style="list-style-type: none"> • Supported response to task and text • Comments on references 	<p>At the top of the level, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from text. There will be identification of effects of deliberate choices made by the writer with some reference to subject terminology.</p> <p>At the bottom of the level, a candidate will have level 1 and be starting to focus on the task and / or show awareness of the writer making choices.</p>
	AO2	<ul style="list-style-type: none"> • Identification of writers' methods • Some reference to subject terminology 	
Level 1 <i>Simple, explicit comments</i> 1–4 marks	AO1	<ul style="list-style-type: none"> • Simple comments relevant to task and text • Reference to relevant details 	<p>At the top of the level, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology.</p> <p>At the bottom of the level, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none"> • Awareness of writer making deliberate choices • Possible reference to subject terminology 	
0 marks	Nothing worthy of credit/nothing written		