

THE
DUSTON^{TDS}₄₋₁₉
SCHOOL

Knowledge Organiser

Year 10 Additional: Unit 6
English Literature: Unseen Poetry



Name:

Class:

Big Questions

Our study revising *Unseen Poetry* will follow the outline below:

Week 1	BQ: How does a poet use language and structure for a desired effect on the reader?
	BQ: How does the poet convey their feelings in the poem?
	BQ: How do writers convey specific tones in their writing?
Week 2	BQ: How can I make inferences in a poem?
	BQ: Why do poets use extended metaphors?
	BQ: Assessment Point 1: What are the similarities and differences between the way the two poets convey their feelings on youth?
Week 3	Whole class feedback: How can I improve my writing?
	BQ: What is enjambment and what impact can it have on a poem?
	BQ: How could I consider language techniques in a comparative essay?
Week 4	BQ: Why do poets use patterns in poetry?
	BQ: How can structure convey specific ideas in a poem?
	BQ: Assessment Point 2: How does the poet convey feelings in the poem: 'Funeral Blues'?
Week 5	BQ: Whole Class Feedback: How can I improve my writing?
	BQ: How is violence and responsibility explored in the poem: 'Hitcher'?
	BQ: How does the speaker feel about marriage in the poem?
Week 6	BQ: What are the similarities and differences of Heaney's and Blumenthal's ideas on marriage?
	BQ: How Does Duffy convey ideas about love in her poem 'Valentine'?
	BQ: How Can I show my Knowledge in a 50 Question End of Unit Multiple Choice Quiz?

Key Vocabulary

Adjective	A word that is used to describe a noun. 'The ugly man.'
Alliteration	When words start with the same sound or letter 'Sammy sold seashells'
Antithesis	Where two things are the direct opposite and contrast with one another.
Chronology	The arrangement of events in time order – or as they occurred in sequence.
Dialogue	Sections of a text that are identifiable by characters speaking.
Foreshadowing	Where a writer drops hints in the text at events to come later on.
Imagery	Language in a text that helps create a visual image for the reader.
Juxtaposition	Placing two images or ideas close together for the purpose of comparison similarity or contrast.
Metaphor	A direct comparison of two things in which it is representative or symbolic of something else.
Oxymoron	Where two contrasting words are placed next to one another e.g. 'Bitter Sweet'
Onomatopoeia	When a word imitates a sound like 'bang'.
Pathetic Fallacy	Where the writer uses the weather and/or atmosphere to reflect the mood in a text.
Personification	Giving an object human characteristic
Semantic Field	When we have words that are all linked in meaning used to create a particular image/ feeling and keep this consistent in the mind of the reader
Simile	A comparison of two things using the words 'like' and/or as'
Shift in Focus	When a writer deliberately crafts the text to draw our attention to something else.
Tone	The overall feeling, mood or atmosphere created by a writer.

Additional Terminology

	Term	Definition
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Essay Structure, Exam Criteria, Assessment Objectives

Approaching Unseen Poetry [The Exam]

Steps for success:

1. Read the question.
2. Read the poem once and keep the question in mind.
3. Read again and highlight the things that stand out most to you. Be selective.
4. Pick three things to focus on annotate things in the poem that link to them

SAY THREE THINGS ABOUT THREE THINGS [3 in 3]

3 points backed up with 3 ideas.

Try and offer alternative interpretations for higher marks.

WHAT is your idea?

HOW has it been used [methods]?

WHY would the poet use it [effect]?

The exam will have 2 questions for you to answer:

24 mark – Poem 1 – an analysis of how an idea/ theme is presented in an Unseen Poem.

8 mark – Mini comparison of Poem 1 and another Unseen Poem, Poem 2.

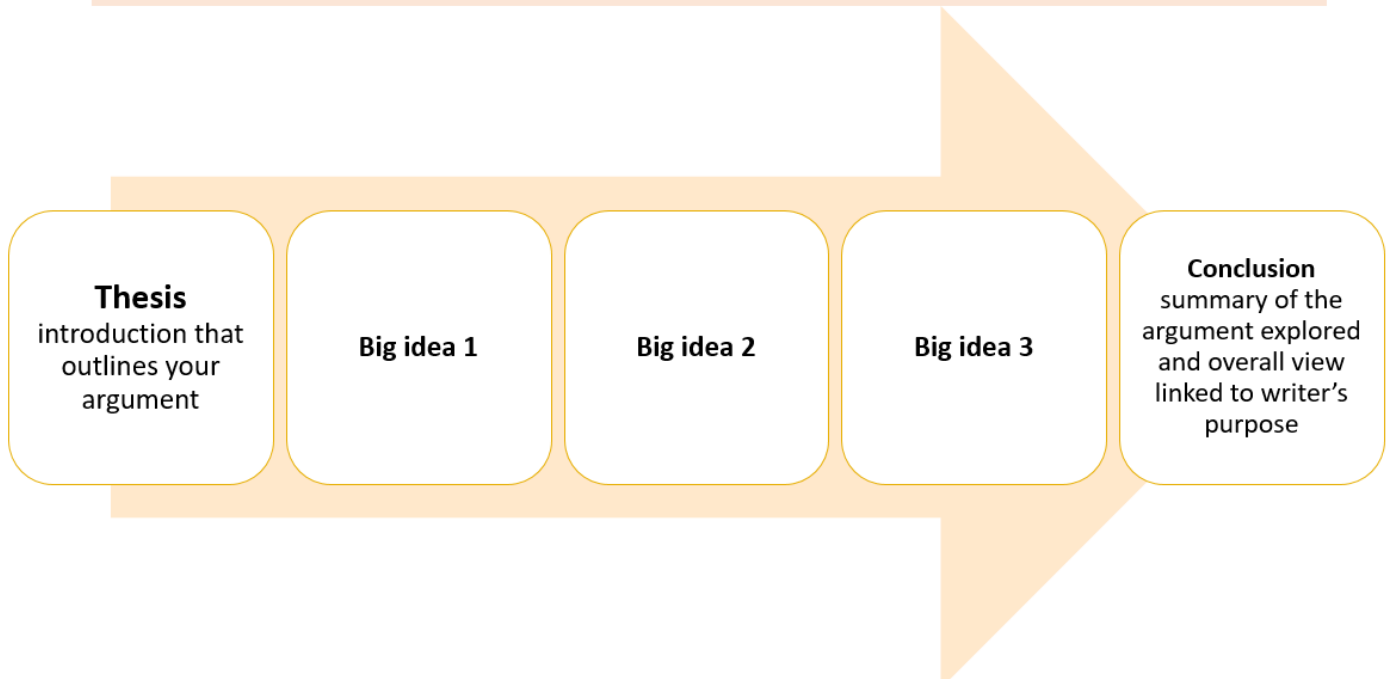
Exam Criteria + Assessment Objectives

AO1 Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

5 step essay writing - Literature



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- maintain a critical style and develop an informed personal response
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AO3 Show understanding of the relationships between texts and the contexts in which they were written.

Example Analytical Writing:

Response to question: In 'Names', how does the poet present the speakers feelings towards Eliza?

Names

She was Eliza for a few weeks
when she was a baby –
Eliza Lily. Soon it changed to Lil.
Later she was Miss Steward in the baker's shop
And then 'my love', 'my darling', Mother.
Widowed at thirty, she went back to work
As Mrs Hand. Her daughter grew up,
Married and gave birth.
Now she was Nanna. 'Everybody
Calls me Nanna,' she would say to visitors.
And so they did – friends, tradesmen, the doctor.
In the geriatric ward
They used the patients' Christian names.
'Lil,' we said, 'or Nanna,'
But it wasn't in her file
And for those last bewildered weeks
She was Eliza once again.

Wendy Cope

- 1 Wendy Cope presents great sympathy towards Eliza in the poem 'Names'. Through the mere
2 exploration of the names one woman takes on in her lifetime, Cope is able to explore identity –
3 particularly that of women – and express sympathy towards all women. She is also able to
4 explore the cruelty of dementia and how identity and relationships can all be lost in the
5 'bewildered weeks' at the end of life. In both interpretations, Eliza is a target for great sympathy.
- 6 The choice of the title 'Names' immediately indicates to the reader that the poet is exploring
7 identity. By using the voice of the granddaughter (possibly autobiographically), which is clear in
8 the line "'Lil" we said 'or Nanna'" the poet is able to create a deeper connection between the
9 speaker and Eliza. The sympathy is deepened in knowing that the loss of the Eliza is a personal
10 loss for the speaker. The idea that the woman, Eliza, returns to the name she was given as a baby
11 could indicate the return of her to her baby state in more than just name. It could symbolise that
12 mentally, through dementia, she has returned to a baby-like state. The reference to the 'last
13 bewildered weeks' strengthens this interpretation. The use of the adjective 'bewildered'
14 emphasises the confusion for Eliza and increases our sympathy for her. By adding the adjective

15 'last' we are also conscious that she is at the end of her life, and so softened more towards
16 sympathy to begin with.

17 The structure of the poem is chronological, mirroring the content which follows the life story of
18 Eliza. The lack of rhyme or rhythm pattern mirrors the lack of order in the memories that Eliza
19 shares with the people on the ward; thus deepening our sense of the confusion of the woman
20 and increasing our sympathy for her dementia- state. In addition, the poet's use of caesuras such
21 as ' Eliza Lily, Soon it changed to Lil' create a further sense of confusion, disconnection and flow,
22 giving the reader a similar experience to the experience of Eliza. The poet binds us together
23 through the use of disjointed, un-flowing memories.

24 Another aspect of the poem that arguably draws our sympathy is the exploration of female
25 identity. The great number of different names the woman has in her life represents the great
26 number of roles she undertakes. She is not simply Eliza, nor even 'Lil', she is also identified purely
27 by her marital status – 'Miss Steward'. 'Mrs Hand' – or her position as a nurturer – 'Mother'
28 'Nanna'. The fact that all the 'Names' referred to in the title, apart from Eliza, Eliza Lily, Lil are
29 defined through relationship to men and children could, perhaps, be an indictment on the
30 treatment of women in society. Cope could be asking us to sympathise with Eliza, and
31 symbolically all women, due to the hijacking of their individual identities for the sake of their
32 husband's and children.



Homework Tasks

Year 10: Unit 6 Additional English Homework		
Task 1:	Due date: WEEK 2	<p>Learn the first 10 words in the key vocabulary section on page 3 and complete the tasks on page 12</p> <ul style="list-style-type: none"> • Metaphor • Imagery • Semantic Field • Pathetic Fallacy • Adjective • Tone • Personification • Antithesis • Simile • Oxymoron
Task 2:	Due date: WEEK 4	<p>Learn the second set of 10 words in the key vocabulary section on page 3 and complete the tasks on page 13</p> <ul style="list-style-type: none"> • Onomatopoeia • Shift in Focus • Dialogue • Alliteration • Chronology • Foreshadowing • Juxtaposition • Sibilance • Stanza • Enjambment
Task 3:	Due date: WEEK 6	<p>Learn the third set of 10 words in the key vocabulary section on page 3 and complete the tasks on page 14</p> <ul style="list-style-type: none"> • Accent • Anaphora • Dialect • Caesura • Elegy • Octave • Sestet • Quatrain • Sonnet • Refrain

Homework Task 1

	Write your answer in the boxes below.	✓✗
1	Metaphor: Write the definition:	
	Write an example:	
2	Imagery: Write the definition	
	Write an example:	
3	Semantic Field: Write the definition:	
	Write an example:	
4	Pathetic Fallacy: Write the definition:	
	Write an example:	
5	Adjective: Write the definition:	
	Write an example:	
6	Tone: Write the definition:	
	Write an example:	
7	Personification: Write the definition:	
	Write an example:	
8	Antithesis: Write the definition:	
	Write an example:	
9	Simile: Write the definition:	
	Write an example:	
10	Oxymoron: Write the definition:	
	Write an example:	
TOTAL		

Homework Task 2

	Write your answer in the box below each question.	  1
1	Onomatopoeia: Write the definition	
	Write an example:	
2	Shift in Focus: Write the definition:	
	Write an example:	
3	Dialogue: Write the definition:	
	Write an example:	
4	Alliteration: Write the definition:	
	Write an example:	
5	Chronology: Write the definition:	
	Write an example:	
6	Foreshadowing: Write the definition:	
	Write an example:	
7	Juxtaposition: Write the definition:	
	Write an example:	
8	Sibilance: Write the definition:	
	Write an example:	
9	Stanza: Write the definition:	
	Write an example:	
10	Enjambment: Write the definition:	
	Write an example:	
TOTAL		

Homework Task 3

	Write your answer in the box below each question.	✓✗
1	Accent: Write the definition:	
	Write an example:	
2	Anaphora: Write the definition:	
	Write an example:	
3	Dialect: Write the definition:	
	Write an example:	
4	Caesura: Write the definition:	
	Write an example:	
5	Elegy: Write the definition:	
	Write an example:	
6	Octave: Write the definition:	
	Write an example:	
7	Sestet: Write the definition:	
8	Quatrain: Write the definition:	
9	Sonnet: Write the definition:	
	Name a sonnet:	
10	Refrain: Write the definition:	
	Write an example:	
TOTAL		



Wider reading list

Online Resources for your English Revision:

Lightbulb Revision

<https://lightbulbrevision.com/>

Mr Bruff Videos

<https://www.youtube.com/watch?v=FOeASYrxL1c>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zckw2hv>

AQA Website for Past Papers

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>

Seneca

<https://senecalearning.com/en-GB/>

Make sure to ask your teacher about **Massolit** so you can login and revise on here. <https://massolit.io/>