

GCSE Literature

Unseen Poetry

Name: _____

Class: _____

The front of the exam gives you important information. Highlight the key points.

Paper 2 Shakespeare and unseen poetry

Sample set (2021 exams only)

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- an AQA 16-page Answer Book.

Instructions

- Use black ink or black ball-point pen. Do **not** use pencil.
- Write the information required on the front of your answer book. The **Paper Reference** is 8702/2. Answer **one** question from **Section A** and **both** questions in **Section B**.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 70.
- AO4 will be assessed in **Section A and Section B**. AO4 assesses the following skills: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section A** with 4 additional marks available for AO4
- There are 24 marks for **Section B** question 7.1 with 4 additional marks available for AO4
- There are 8 marks for **Section B** question 7.2.

The unseen section looks like this:

Section C: Unseen poetry

Answer **both** questions in this section.

To a Daughter Leaving Home

When I taught you
at eight to ride
a bicycle, loping along
beside you
5 as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
10 path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
15 while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
20 with laughter,
the hair flapping
behind you like a
handkerchief waving
goodbye.

Linda Pastan

Poem for My Sister

My little sister likes to try my shoes,
to strut in them,
admire her spindle-thin twelve-year-old legs
in this season's styles.

5 She says they fit her perfectly,
but wobbles
on their high heels, they're
hard to balance.

I like to watch my little sister playing hopscotch,
10 admire the neat hops-and-skips of her,
their quick peck,
never-missing their mark, not
over-stepping the line.
She is competent at peever*.

15 I try to warn my little sister
about unsuitable shoes,
point out my own distorted feet, the callouses,
odd patches of hard skin.
I should not like to see her
20 in my shoes.
I wish she could stay sure footed,
sensibly shod.

Liz Lochhead

*peever – another name for the game of hopscotch

27 . 1

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter?

[24 marks]

27 . 2

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]

What do you need to do in the unseen section?

- You will be given two poems that you have never studied before.

The first poem you need to write an ISLA essay on.

(24 marks)

Mark	AO	Typical features
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)
	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)
	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
	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
	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

AO1 Point

Critical: Give your own opinion on the poem, even if it goes against what other people might think.

AO1 Evidence

Judicious: well-selected and relevant quotations to support your ideas.

AO2 Writer's Methods

Analysis: pick out the key areas of your quotation, identify the language and structure techniques used. Make sure you link them back to the question.

AO2: Effect on the Reader

Effects: describe how the use of language impacts the reader either physically or emotionally.

You don't need to include any AO3 (historical context) for this response because you haven't been taught it!

You will then be given a second unseen poem where you need to write a short comparison.

(8 marks)

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> • Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously • Convincing comparison of effects of writers' methods on reader
Level 3 5–6 marks	AO2	<ul style="list-style-type: none"> • Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods • Comparative examination of effects of writers' methods on reader
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> • Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology • Some comparison of effects of writers' methods on reader
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> • Some links between writers' use of language or structure or form • Some links between effects of writers' methods on reader
0 marks		Nothing worthy of credit/nothing written

AO2

Compare: find the similarities or differences

AO2

Convincing: present your points in a way that the examiner will believe it.

How Do You Analyse an Unseen Poem?

ENGLISH: Poetry			
WILSON	Language Techniques - SMARTPERSON		Structure Techniques - FOPS
How do you analyse a poem?	What words has the poet used to show their ideas?		How is the poem laid out on the page?
W hat is it about? Who is speaking? Where are they? What happens and why? I deas - what ideas or themes does the poet explore? L anguage - are there any specific words or language techniques? S tructure - how is the poem laid out and organised? O pinion - why do you think the poet wrote it? Is there a message? N ow, plan ISLA!	Simile	Metaphor	Rhythm
	Alliteration	Rhetorical Question	Stanza length
	Triples (Rule of three)	Personification	Sentence length
	Emotive Language	Repetition	Narrator
	Sibilance	Onomatopoeia	Enjambment
	Word Classes	Senses	Focus of stanzas
Inference Phrases: The poet/technique/quotation			
How can you phrase your answer?			
	Demonstrates	Implies	Accentuates
	Portrays	Connotes	Clarifies
	Illustrates	Signifies	Reveals
	Depicts	Symbolises	Emphasises
	Expresses	Represents	Underlines
	Explains	Hints	Highlights
	Demonstrates	Implies	Accentuates
ISLA	PEE Paragraph		Types of Poetry
How do you structure a poetry essay?	How do you structure your paragraph?		What kind of poem are you looking at?
Introduction - Explain what the poem is about and how it links to the theme of the question.	Point - make sure this answers the question		Blank verse
Structure - What type of structure techniques have been used?	Evidence - select evidence that supports your point and can be analysed fully		Free verse
Language - What language techniques has the writer used?	What? What the evidence shows/means? What is the importance?		Epic poetry
Attitude - How does the writer feel? How does the reader feel?	How? How does the writer do it? Language/Structure techniques		Narrative poetry
	Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?		Haiku
			Sonnet
			Ballad
			Acrostic

WILSON

How to approach an unseen poem:

What is it about? Who is speaking? Where are they? What happens and why?

Ideas – what ideas or themes does the poet explore?

Language – Are there any specific words or language techniques?

Structure – how is the poem laid out and organised?

Opinion – why do you think the poet wrote it? Is there a message?

Now plan – plan your answer so it is clearly structured.



Unseen Poetry:

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

Song of Myself - Walt Whitman

I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.

I loafe and invite my soul,
I lean and loafe at my ease observing a spear of summer grass.

My tongue, every atom of my blood, form'd from this soil, this air,
Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,
Hoping to cease not till death.

Creeds and schools in abeyance,
Retiring back a while sufficed at what they are, but never forgotten,
I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

How does the poet present his feelings about life?

(24 marks)

	Evidence	How does it show the feelings?
Introduction		
Structure		
Language		
Attitude		

Example Response:

A brief introduction uses the question in the response

Whitman presents his positive appreciation of life in the poem 'Song of Myself'.

Response to the question considers the reader.

Use an ellipsis to shorten down longer quotations.

Firstly, the structure of the poem includes short stanzas, which could reflect how fleeting life really is to ensure that the readers make the most of theirs. 'I celebrate myself...assume what you shall assume' utilises iambic pentameter which mirrors the rhythm of a song. Additionally, iambic pentameter is a feature usually associated with Petrarchan sonnets (Italian love poems) further emphasising Whitman's gratitude for his existence, making a reader feel optimistic about their own lives.

Use key terminology to explain writer's methods

Use connectives to create more than one interpretation of the language.

Whitman uses natural imagery in the poem, for example the personification of 'spear of summer grass', which uses sibilance create a sleek but dangerous image for the reader. This could be Whitman telling the reader that not everything in life will appear to be good, however you need to take everything life throws at you to get a real appreciation. Moreover, Whitman uses the noun 'atom' to create the impression that he believes that everything in life is connected and even the things that feel insignificant have importance. It reaffirms the idea that he values everything in his life, regardless of how small. Therefore, the reader considers the minute things that make their lives enjoyable.

The poet's attitude towards life is that he is proud of his achievements, which is shown through the pronoun 'I'. 'I, now thirty-seven...' allows the reader to feel pleased, not only for Whitman, but for their own health and happiness. Furthermore, Whitman wants to continue on living a full life 'hoping to cease not til death' and through his appreciation of life, is encouraging the reader to do so too.

Task: using mark scheme, annotate the rest of the response using the assessment objectives.

What mark would you give this response? Explain why. _____

Example 1:

The Pond

This place is where I took things,
sunk shallow in the middle of the field
a secret bruise hidden by trees.

Where I brought my grandfather's death,
sucking squash from a shrinking carton,
while the tears dried to slug lines over my
cheeks.

And my first kiss, in the arched iron cow-shed,
gum-stitched and tense,
as the light faded and the farms lit up.

Where I carried my arguments,
vowing never to return, hunching under the oak,
only to slink back

through the long grass, brushing up to my knees,
when the cold had dug deep in my bones
and my anger had evolved into hunger.

Owen Sheers

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and
why?

Ideas - what ideas or themes does the
poet explore?

Language - are there any specific
words or language techniques?

Structure - how is the poem laid out
and organised?

Opinion - why do you think the poet
wrote it? Is there a message?

Now, plan ISLA!

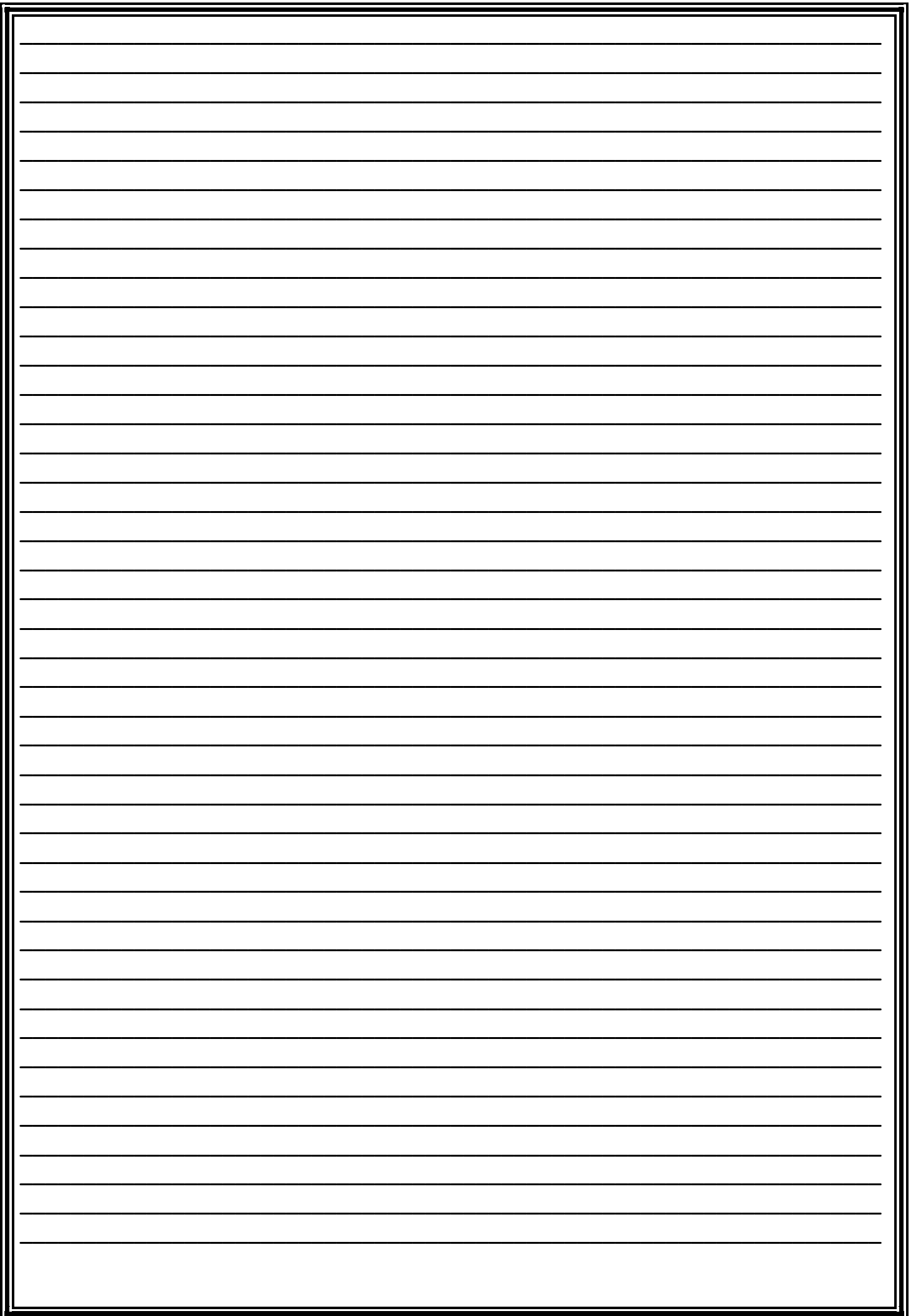
Friday 7th January 2022

How does the speaker **present** his **feelings** associated with the **pond** as he **grows up**?

(24 marks)

How to tackle an unseen poem:

1. Highlight the key words in the question so you're sure of what you're answering.
2. Make annotations around the poem linked to the question (feelings associated with the pond)
3. Make a point about each feeling and support it with a quote
4. Create a brief ISLA plan with your thoughts and ideas



Lined writing area for notes or answers.

Self-assessment _____/24

Example 2:

Because I Could Not Stop for Death

Because I could not stop for Death -
He kindly stopped for me -
The Carriage held but just Ourselves -
And Immortality.

We slowly drove - He knew no haste
And I had put away
My labor and my leisure too,
For His Civility -

We passed the School, where Children strove
At Recess - in the Ring -
We passed the Fields of Gazing Grain -
We passed the Setting Sun -

Or rather - He passed Us -
The Dews drew quivering and Chill -
For only Gossamer, my Gown -
My Tippet - only Tulle -

We paused before a House that seemed
A Swelling of the Ground -
The Roof was scarcely visible -
The Cornice - in the Ground -

Since then - 'tis Centuries - and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity -

Emily Dickinson

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and
why?

Ideas - what ideas or themes does the
poet explore?

Language - are there any specific
words or language techniques?

Structure - how is the poem laid out
and organised?

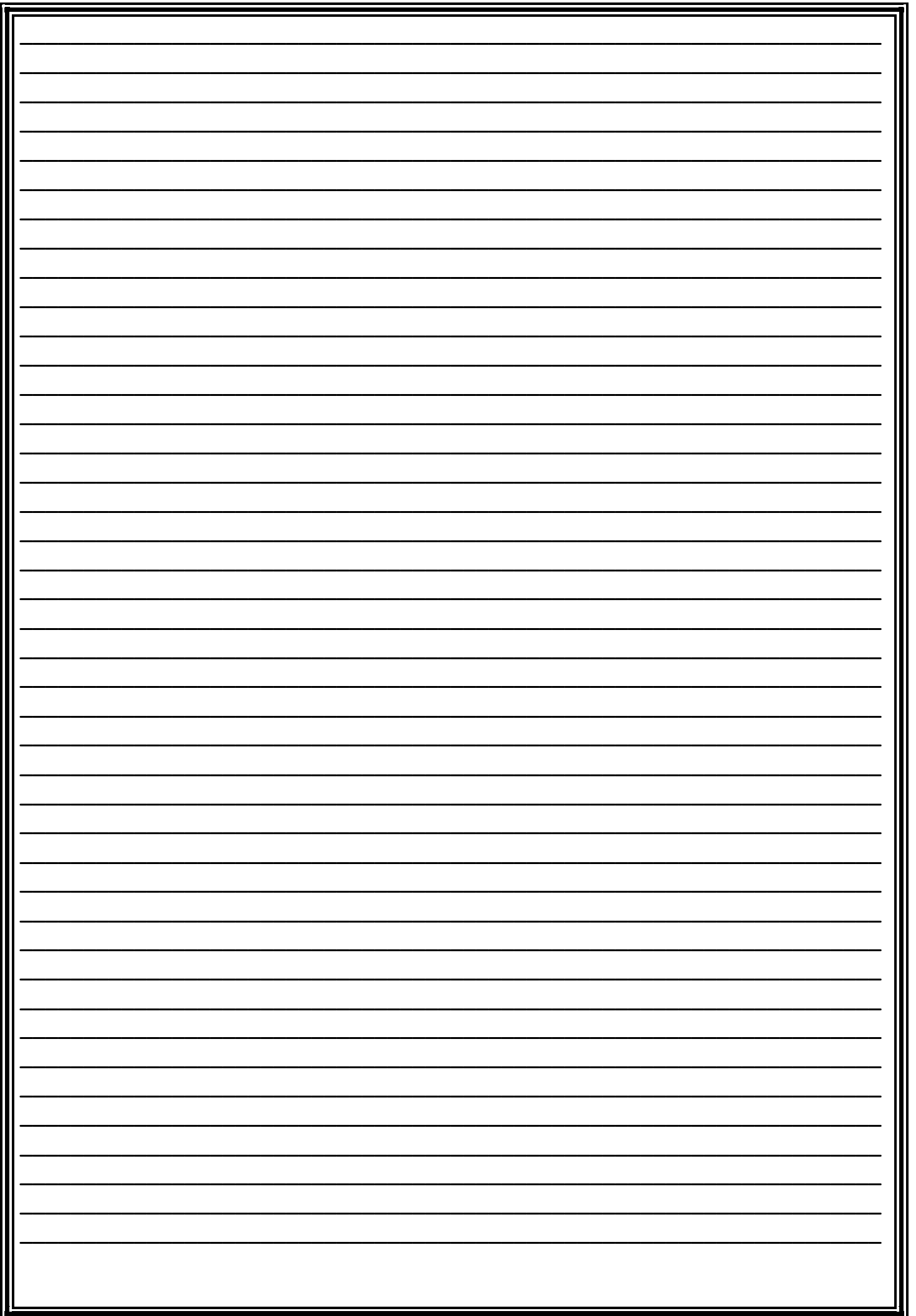
Opinion - why do you think the poet
wrote it? Is there a message?

Now, plan ISLA!

How does the speaker present her feelings towards death?

(24 marks)

1. Highlight the key words in the question so you're sure of what you're answering.
2. Make annotations around the poem linked to the question (feelings associated with the pond)
3. Make a point about each feeling and support it with a quote
4. Create a brief ISLA plan with your thoughts and ideas



Lined writing area for notes or answers.

Example 3:

In Oak Terrace

Old and alone, she sits at nights,
Nodding before the television.
The house is quiet now. She knits,
rises to put the kettle on,

Watches a cowboy's killing, reads
the local Births and Deaths, and falls
asleep at 'Growing stock-piles of war-heads.'
A world that threatens worse ills

fades. She dreams of life spent
in the one house: suffers again
poverty, sickness, abandonment,
a child's death, a brother's brain

melting to madness. Seventy years
of common trouble; the kettle sings.
At midnight she says her silly prayers,
And takes her teeth out, and collects her night-things

Tony Connor

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and
why?

Ideas - what ideas or themes does the
poet explore?

Language - are there any specific
words or language techniques?

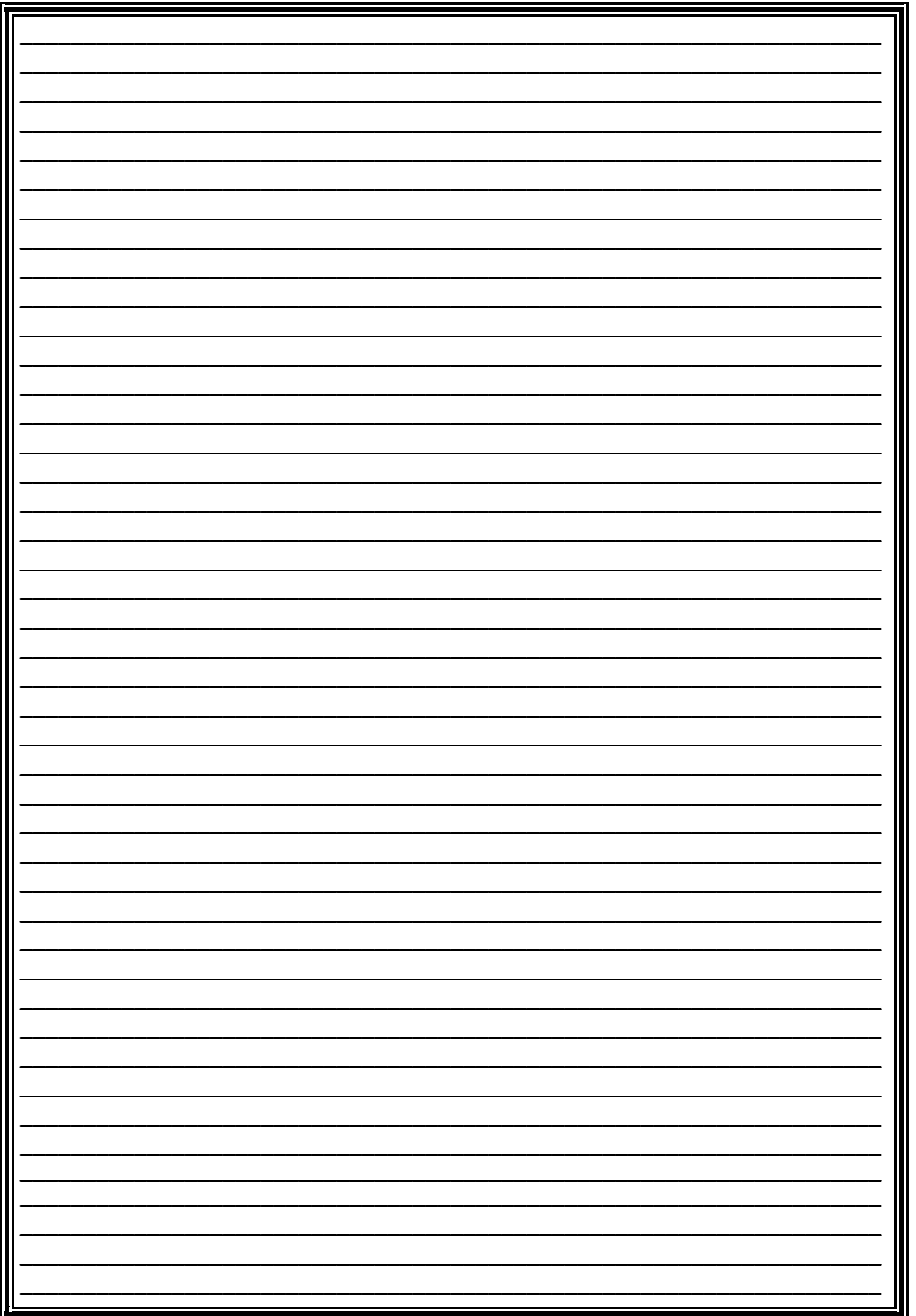
Structure - how is the poem laid out
and organised?

Opinion - why do you think the poet
wrote it? Is there a message?

Now, plan ISLA!

How does the writer present feelings towards loneliness in 'In Oak Terrace'?

(24 marks)



Lined writing area for notes or answers.

Unseen Comparison:

Tips to Compare:

Things to look out for:

- The use of imagery
- The language used to present the narrators
- Language used to present a character, idea, event or feeling
- Structure and form

Read both the poems and the question carefully ← underline or highlight the key words so that you're sure.

Poem 1:

For My Niece

I hold you in my arms,
your age is told in months

There's things I hope you'll learn
Things I'm sure that I learned once.

But there's nothing I can teach you
You'll find all that you need.
No flower bends its head to offer
teaching to a seed.

The seed will grow and blossom
once the flower's ground to dust.

But even so, if nothing else, one thing I'll entrust:

Doing what you please
Is not the same

As doing what you must.

Kate Tempest

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

Poem 2:

On Her Way to Recovery

My thirteen year-old daughter
is now taller than me,
illness seems to have stretched her a bit.

She, who was on her back
for four days and four nights
feverish, heavy limbed, uneating.

Got up this morning
pulled on her sneakers, my long red dressing gown
and went out into the garden.

'Don't worry,' she says,
coming suddenly into the room
where I'm lying. 'I dressed warm.'

Startled. Pleased.
I glance up at the red-robed gazelle
on her way to recovery.

Grace Nichols

WILSON
How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

In both poems, the speakers describe their feelings as they think about someone they love growing up. What are the similarities/differences between the ways the poets present these feelings?

(8 marks)

You can do yourself a mini-plan to help organise your ideas.

Aspects to compare	For My Niece	On Her Way to Recovery
Use of imagery		
Language used by the speaker		
Language used to present the niece/daughter		
Use of form/structural features		

Example Answer:

Opens with a direct reference to the question – shows that they are focussed on it.

Clear examples of the differences between the

Compares by focussing on the same aspect (imagery)

Both poets clearly show the speaker has strong emotions linked with the growing up of their family members. Each one describes a particular stage in the life of the child they write about and reflect on their own feelings about that.

Tempest is writing about a baby and Nichols about a teenager so their emotions are different. Tempest describes her niece as a 'seed'. This metaphor shows the way that the speaker recognises her niece's life as just beginning and implies that there are many years of growing ahead of her.

Nichols also uses a metaphor to describe her daughter as a 'gazelle'. This has a different effect as it could suggest that she recognises her daughter is ready to move quickly away from the family.

Immediately focuses on the similarities between the text.

Judicious quotation supported by the explanation of imagery and its impact on the reader.

Shows the student can identify another effect from the metaphor.

Look at the mark scheme for the unseen comparison. What would you give this response and why?

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously Convincing comparison of effects of writers' methods on reader
Level 3 5–6 marks	AO2	<ul style="list-style-type: none"> Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods Comparative examination of effects of writers' methods on reader
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology Some comparison of effects of writers' methods on reader
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> Some links between writers' use of language or structure or form Some links between effects of writers' methods on reader
0 marks		Nothing worthy of credit/nothing written

AO2

Compare: find the similarities or differences

AO2

Convincing: present your points in a way that the examiner will believe it.

Your turn! Have a go at writing your own response to this question.

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

The Way through the Woods

They shut the road through the woods
Seventy years ago.
Weather and rain have undone it again,
and now you would never know
There was once a road through the woods
Before they planted the trees.
It is underneath the coppice and heath,
And the thin anemones.
Only the keeper sees
That, where the ring-dove broods,
And the badgers roll at ease,
There was once a road through the woods.

Yet if you enter the woods
Of a summer evening late,
When the night-air cools on the trout-ringed pools
Where the otter whistles his mate.
(They fear not men in the woods,
Because they see so few)
You will hear the beat of a horse's feet,
And the swish of a skirt in the dew,
Steadily cantering through
The misty solitudes,
As though they perfectly knew
The old lost road through the woods....

But there is no road in the woods

Rudyard Kipling

Poem 2:

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

Sea Fever

I must go down to the seas again, to the lonely sea
and the sky,
And all I ask is a tall ship and a star to steer her
by.
And the wheel's kick and the wind's song and the
white sails shaking.
And a grey mist on the sea's face and the grey
dawn breaking.

I must go down to the seas again, for the call of
the running tide
Is a wild call and a clear call that may not be
denied;
And all I ask is a windy day with the white clouds
flying.
And the flung spray and the blown spume and the
sea-gulls crying.

I must go down to the seas again, to the vagrant
gypsy life,
To the gull's way and the whale's way where the
wind's like a whetted knife;
And all I ask is a merry yarn from a laughing
fellow rover.
And a quiet sleep and a sweet dream when the long
trick's over.

*spume - the white foam found on waves

John Masefield

In both poems, the speakers describe their feelings about a particular place. What are the similarities/differences between the way the poets present those feelings?

Poem 1:

Give

Simon Armitage

Of all the public places, dear
to make a scene, I've chosen here.

Of all the doorways in the world
to choose to sleep, I've chosen yours.
I'm on the street, under the stars.

For coppers I can dance or sing.
For silver-swallow swords, eat fire.
For gold-escape from locks and chains.

It's not as if I'm holding out
for frankincense or myrrh, just change.

You give me tea. That's big of you.
I'm on my knees. I beg of you.

WILSON

How do you analyse a poem?

What is it about? Who is speaking?
Where are they? What happens and why?

Ideas - what ideas or themes does the poet explore?

Language - are there any specific words or language techniques?

Structure - how is the poem laid out and organised?

Opinion - why do you think the poet wrote it? Is there a message?

Now, plan ISLA!

Poem 2:

Les Grands Seigneurs

Dorothy Molloy

Men were my buttresses, my castellated towers,
the bowers where I took my rest. The best and worst
of times were men: the peacocks and the cockatoos,
the nightingales, the strutting pink flamingos.

Men were my dolphins, my performing seals; my
sailing-ships,
the ballast in my hold. They were the rocking-horses
prancing down the promenade, the bandstand
where the music played. My hurdy-gurdy monkey-
men.

I was their queen. I sat enthroned before them,
our of reach. We played at courtly love:
the troubadour, the damsel and the peach.

But after I was wedded, bedded, I became
(yes, overnight) a toy, a plaything, little woman,
wife, a bit of fluff. My husband clicked
his fingers, called my bluff.

*troubadour - a French medieval poet who sung about love.

