

1. Unseen Poetry : Section C Part a

In this section you will be asked to write about one poem you haven't seen before and answer a specific question on it. You don't need to know any context. You are being assessed on AO1 and AO2 only.

SECTION C (Unseen Poetry)

17. Answer both part (a) and part (b)

You are advised to spend about 20 minutes on part (a) and about 40 minutes on part (b).

Read the two poems. *A Gull* by Edwin Morgan and *Considering the Snail* by Thom Gunn. In both of these poems the poets write about the effect animals have on people.

(a) Write about the poem *A Gull* by Edwin Morgan, and its effect on your

(15)

You may wish to consider:

- What the poem is about and how it is organised
- The ideas the poet may have wanted us to think about
- The poet's choice of words, phrases and images and the effects they create
- How you respond to the poem

A Gull

A seagull stood by my window ledge today.
said nothing, but had a good look inside.
That was a cold inspection I can tell you!
North winds, icebergs, flash of salt
crashed the glass without a sound.
He shifted from leg to leg, swivelled his head.
There was not a fish in the house – only me.
Did he smell my flesh, that white one? Did he think
I would soon open the window and scatter bread?
Calculation in those eyes is quick.
'I tell you, my chick, there is food everywhere.'
He eyed my furniture, my plants, my apple.
Perhaps he was a mutation, a supergull.
Perhaps he was, instead, a visitation
which only used that tight firm forward body
to bring the waste and dread of open waters,
foundered voyages, matchless predators,
into a dry room. I knew nothing.
I moved. I moved an arm. When the thing saw
the shadow of that, it suddenly flapped,
scattered claws along the sill, and was off,
silent still. Who would be next for those eyes
I wondered, and were they ready, and in order?

Edwin Morgan



3. Ways of opening your points for discussion

The poem explores ideas about... it focuses on... creating the impression that...	The title of the poem is significant because... in particular the word _____ is interesting ... it suggests that	The opening lines have impact because... the use of _____ is effective as it implies... the reader immediately thinks that...	The poet's use of imagery is striking when they use _____ This image is powerful as it implies... within the image the word _____ suggests...
The language of the poem is well-chosen, in particular the poet's use of... This word implies... Furthermore, it creates an impression of...	The structure of the poem is also effective... In particular the poet... This could suggest ... or it may imply	Rhyme/rhythm is employed effectively in the poem with the use of ... The impact of the rhyme/rhythm emphasises...	Rhyme/rhythm is employed effectively in the poem with the use of ... The impact of the rhyme/rhythm emphasises...

2. The approach

1	Read the question carefully and highlight the focus of the question – in this case, “the effects animals have on people.”
2	Read the poem carefully once for understanding and then a second time, highlighting and annotating a range of key quotations and features that will help you answer the question.
3	Write about the message and tone (in relation to the question) - Who is speaking? - What are they speaking about? - How does he/she feel? Remember: Keep focused on the question
4	In relation to the question, how does the poet uses language to get their message and tone across? What words/phrases, images/poetic techniques have they used? Have they used imagery (simile, metaphor, personification) alliteration, repetition, sibilance, etc) What is the effect? Are there any really significant word choices? WHAT? HOW? WHY? Remember: Keep focused on the question, short quotes, use terminology and words like <i>could, may, might</i> .
5	In relation to the question, what do you notice about the structure of the poem? What do you notice about the stanzas? Has the poet used rhyme? Do they use caesura or enjambment? Why have they done this? WHAT? HOW? WHY? Remember: Focus on the visual, layout, organisation, punctuation...
6	Conclude your analysis by explaining your personal thoughts on how it ends and what the poet wanted us to takeaway from reader – what is the big message?

4. Unseen Poetry : Section C Part b

In this section you will be given a second poem and asked to compare it with the first. You must write about both poems, but can repeat ideas that you have used from the first one. You will be given a specific question on it. You don't need to know any context. You are being assessed on AO1 and AO2 only.

SECTION C (Unseen Poetry)

(a) Now compare *Considering the Snail* by Thom Gunn and *A Gull* by Edwin Morgan (25)

You should compare

- What the poem is about and how it is organised
- The ideas the poet may have wanted us to think about
- The poet's choice of words, phrases and images and the effects they create
- How you respond to the poems.

Considering the Snail

The snail pushes through a green night, for the grass is heavy with water and meets over the bright path he makes, where rain has darkened the earth's dark. He moves in a wood state of desire, pale antlers barely stirring as he hunts. I cannot tell what power is at work, drenched there with purpose, knowing nothing. What is a snail's fury? All I think is that if later I parted the blades above the tunnel and saw the thin trail of broken white across litter, I would never have imagined the slow passion to that deliberate progress.

Thom Gunn



5. The approach

1	Read the question carefully and highlight the focus of the question – in this case, “the effects animals have on people.”
2	Read the poem carefully once for understanding and then a second time, highlighting and annotating a range of key quotations and features that will help you answer the question.
3	Write about the message and tone (in relation to the question) - Who is speaking? - What are they speaking about? - How does he/she feel? Remember: Keep focused on the question
4	In relation to the question, how does the poet use language to get their message and tone across? What words/phrases, images/poetic techniques have they used? Have they used imagery (simile, metaphor, personification) alliteration, repetition, sibilance, etc) What is the effect? Are there any really significant word choices? WHAT? HOW? WHY? Remember: Keep focused on the question, short quotes, use terminology and words like <i>could, may, might</i> .
5	In relation to the question, what do you notice about the structure of the poem? What do you notice about the stanzas? Has the poet used rhyme? Do they use caesura or enjambment? Why have they done this? WHAT? HOW? WHY? Remember: Focus on the visual, layout, organisation, punctuation...
6	Conclude your analysis by explaining your personal thoughts on how it ends and what the poet wanted us to take away from reader – what is the big message?

In the first poem the poet feels that... whereas in the second poem the poet expresses the idea...

Both poets use form to express their thoughts and feelings about... What is noticeable about poem one is ... In contrast poem two ...

The use of language such as _____ is also effective in conveying the poet's attitudes towards... For example in the first poem the writer uses ... This compares with poem two which uses...

The imagery employed in both poems is also striking... In the first poem the poet uses... in comparison the second poem utilises...

Rhyme/rhythm is also used effectively to express the poets' differing attitudes...



8. Key Terminology

Term	Term	New Terms I've Learnt	New Terms I've Learnt
alliteration: repetition of the same letter or sound at the start of consecutive words	oxymoron: a figure of speech in which apparently contradictory terms appear in conjunction		
anaphora: the repetition of a word or phrase at the beginning of successive clauses	pathetic fallacy: to give human feelings and responses to inanimate things, especially the weather		
caesura: a pause or break the middle of a line of poetry	personification: to give something non-human or abstract human characteristics and form		
contrast: placing ideas or words that are strikingly different close together for effect	repetition: repeating something that has already been written		
couplet: a pair of successive lines of verse, typically rhyming and of the same length	rhyme: correspondence of sound between words or the endings of words, especially at the end of lines		
end-stopped line: a line in verse which ends with punctuation, to show that phrase has ended	rhythm: the beat or cadence of a poem		
enjambment: the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza	sibilance: the repeated use of the "s" sound close together		
hyperbole: exaggerated statements or claims said for effect	simile: a direct comparison between two things using as or like		
imagery: visually descriptive or figurative language, such as similes or metaphors	sonnet: a 14 line poem typically on the subject of love		
irony: using language that normally signifies the opposite of what it means	stanza: a verse of poetry made up of poetic lines		
juxtaposition: two things being seen or placed close together with contrasting effect	symbolism: using a symbol or object to represent an abstract idea or concept		
metaphor: a comparison between two things where one thing is said to be another for effect	synaesthesia: the blending of the different senses in a piece of poetry		



Below is a past paper for you to attempt. Using the guidance in your knowledge organiser and the structure strips on the following slides and attempt to answer both parts of Section C. Remember your timings.

SECTION C (Unseen Poetry)

Answer both **3|1** and **3|2**

You are advised to spend about 20 minutes on **3|1** and about 40 minutes on **3|2**

Read the two poems, *Midwinter* by Grahame Davies and *Today* by Billy Collins. In both of these poems the poets write about a day in different seasons of the year.

3|1 Write about the poem *Midwinter* by Grahame Davies, and its effect on you (15)

You may wish to consider:

- What the poem is about and how it is organised
- The ideas the poet may have wanted us to think about
- The poet's choice of words, phrases and images and the effects they create
- How you respond to the poem

Midwinter

No breezes move the branches, no birds sing,
Decembers' frost has turned the world to grey.
The earth in winter trusting for the spring

The silver hedges where the dead leaves cling,
the clouds that shroud the winter sun away.
No breezes move the branches, no birds sing,

The bitter cold that makes your fingers sting,
forms icy mist from anything you say.
The earth in winter trusting for the spring.

No life, no movement now in anything
no difference between dawn and dusk and day.
No breezes move the branches, no birds sing.

The solstice of the year, when everything
is balanced between increase and decay.
The earth in winter trusting for the spring.

No sign of what another day may bring,
the seeds of hope are frozen in the clay.
No breezes move the branches, no birds sing,
The earth in winter trusting for the spring.



Grahame Davies

SECTION C (Unseen Poetry)

3|2 Now compare *Today* by Billy Collins and *Midwinter* by Grahame Davies (25)

You should compare:

- What the poems are about and how they are organised
- The ideas the poets may have wanted us to think about
- The poet's choice of words, phrases and images and the effects they create
- How you respond to the poems

Today

If ever there were a spring day so perfect,
so uplifted by a warm intermittent breeze

that it made you want to throw
open all the windows in the house

and unlatch the door to the canary's cage,
indeed, rip the little door from its jamb,

a day when the cool bricks paths
and the garden bursting with peonies

seemed so etched in sunlight
that you felt like taking

a hammer to the glass paperweight
on the living room end table,

releasing the inhabitants
from their snow-covered cottage

so they could walk out,
holding hands and squinting

into this larger dome of blue and white,
well, today is just that kind of day.



Billy Collins



Unseen Poetry

Exam Question:

Part a

Write about the message and tone (in relation to the question)

- Who is speaking?
- What are they speaking about?
- How does he/she feel?

Remember:

- Keep focused on the question

In relation to the question, how does the poet use language to get their message and tone across?

What words/phrases, images/poetic techniques have they used? Have they used imagery (simile, metaphor, personification) alliteration, repetition, sibilance, etc)

What is the effect?

Are there any really significant word choices?

WHAT? HOW? WHY?

Remember:

- Keep focused on the question
- Short quotes
- Terminology
- Modal verbs (could, may, might)

In relation to the question, what do you notice about the structure of the poem?

What do you notice about the stanzas? Has the poet used rhyme? Do they use caesura or enjambment?

Why have they done this?

WHAT? HOW? WHY?

Remember:

- Focus on the visual, layout, organisation, punctuation...
- Modal verbs (could, may, might)

10. Part a Response

11. Part b Response

Unseen Poetry Exam Question: Part b

How is the message, tone and of the poem similar or different to the first?

- Who is speaking?
- What are they speaking about?
- How does he/she feel?
- **Remember:**
- Refer back to points you've made on the previous poem
- Keep focused on the question

In relation to the question, how does the poet's language compare to the first?

What poetic techniques have they used? Are they similar or different? Have they used imagery (simile, metaphor, personification) alliteration, repetition, sibilance, etc)

What is the effect?
How does it compare to the first?
Are there any really significant word choices?

WHAT? HOW? WHY?

- **Remember:**
- Refer back to points you've made on the previous poem
- Keep focused on the question
- Short quotes
- Terminology
- Modal verbs (could, may, might)

In relation to the question, what do you notice about the structure of the poem? Is it similar or different?

What do you notice about the stanzas? Has the poet used rhyme? Do they use caesura or enjambment?

Why have they done this?

WHAT? HOW? WHY?

- **Remember:**
- Refer back to points you've made on the previous poem
- Focus on the visual, layout, organisation, punctuation...
- Modal verbs (could, may, might)
