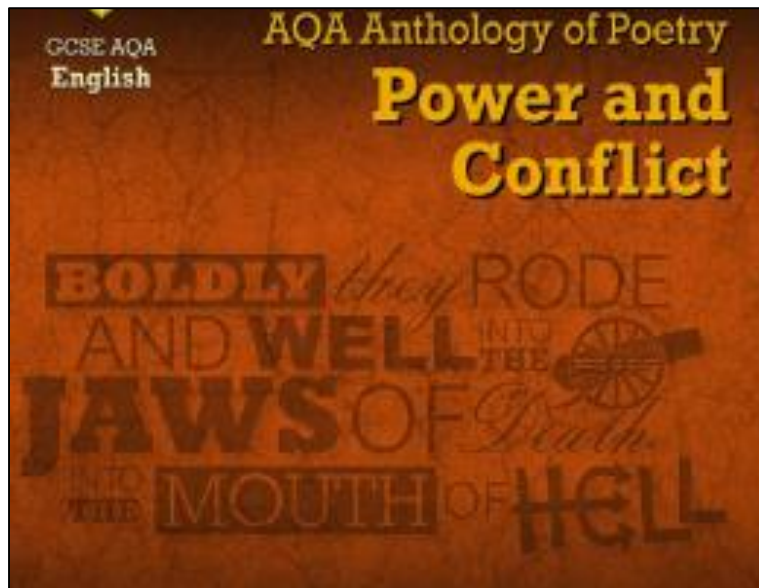


Poetry: Power and Conflict

Unseen Poetry

Homework Expectations:

- It is expected that you will complete this booklet for homework.
- Each section needs to be done to ensure you have a comprehensive understanding of the text.
- Inadequate completion will result in detentions.



Useful Webpages and Resources

Bitesize (some are listed here)

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryconflict/

Mr Bruff:

<https://www.youtube.com/user/mrbruff>

Snap Revision: (Available to purchase from school)

AQA Anthology Power and Conflict

GCSE POD:

<https://www.gcsepod.com/>

Booklet of all poems annotated:

<http://thebicesterschool.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf>

Assessment Objectives and Weighting

For this section of the exam, you are expected to do three poetry questions.

1. Power and Conflict Cluster Comparison – compare a set poem with any other of your choice from the Anthology (30 marks).
2. Unseen 1 – Write about an Unseen Poem (24 marks).
3. Unseen Comparison – Compare the first Unseen poem to a new, second poem (8 marks).

Assessment Objectives

The assessment objectives for this exam paper are:

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.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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The assessment objectives for both papers 1 and 2 are weighted, and this means that some have more importance than others:

	Paper 1	Paper 2	Overall
AO1	15%	22.5%	37.5%
AO2	15%	27.5%	42.5%
AO3	7.5%	7.5%	15%
AO4	2.5%	2.5%	5%
Total	40%	60%	100%

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Poetic Devices

POETIC TECHNIQUES and DEVICES

Create a list / poster / table / mind map of **ALL** the devices used within poetry. These should be **LANGUAGE** and **STRUCTURAL** features.

A large empty rectangular box with a black border, intended for the student to create a list, poster, table, or mind map of poetic devices.



Poetry Cluster: Power and Conflict

Task 1: Recap your understanding of each of the poem in the cluster.

- You will find copies of the poems, listed by Author name here:
 - <http://www.bbc.co.uk/education/topics/z33qxsg>

Name of Poem	Quick summary of poem	Key quotation/themes /structural devices
<p>Ozymandias – Percy Bysshe Shelley</p>		
<p>London – William Blake</p>		
<p>Extract from, The Prelude – William Wordsworth</p>		
<p>My Last Duchess – Robert Browning</p>		



Poetry Cluster: Power and Conflict

Task 1: Recap your understanding of each of the poem in the cluster.

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 - <http://www.bbc.co.uk/education/topics/z33qxsg>

Name of Poem	Quick summary of poem	Key quotation/themes /structural devices
<p>The Charge of the Light Brigade – Alfred Tennyson</p>		
<p>Exposure - Wilfred Owen</p>		
<p>Storm on the Island – Seamus Heaney</p>		



Poetry Cluster: Power and Conflict

Task 1: Recap your understanding of each of the poem in the cluster.

- You will find copies of the poems, listed by Author name here:
 - <http://www.bbc.co.uk/education/topics/z33qxsg>

Name of Poem	Quick summary of poem	Key quotation/themes /structural devices
<p>Bayonet Charge – Ted Hughes</p>		
<p>Remains – Simon Armitage</p>		
<p>Poppies – Jane Weir</p>		
<p>War Photographer – Carol Ann Duffy</p>		



Poetry Cluster: Power and Conflict

Task 1: Recap your understanding of each of the poem in the cluster.

- You will find copies of the poems, listed by Author name here:
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Name of Poem	Quick summary of poem	Key quotation/themes /structural devices
<p>Tissue – Imtiaz Dharker</p>		
<p>The Emigree – Carol Rumens</p>		
<p>Checking Out Me History – John Agard</p>		
<p>Kamikaze – Beatrice Garland</p>		



Poetry Cluster: Power and Conflict

Answer the following question in approximately 45 minutes.

Compare the ways poets present ideas about conflict in 'Remains' and in **one** other poem from 'Power and conflict'. [30 marks]

- You will need to reference one of the other poems from our cluster
- Use comparative phrases to compare
- You will find copies of the poems, listed by Author name here:
- <http://www.bbc.co.uk/education/topics/z33qxsg>

Remains

by Simon Armitage

*On another occasion, we got sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.*

*Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear*

*I see every round as it rips through his life –
I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,*

*pain itself, the image of agony.
One of my mates goes by
and tosses his guts back into his body.
Then he's carted off in the back of a lorry.*

*End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I'm home on leave. But I blink*

*and he bursts again through the doors of the bank.
Sleep, and he's probably armed, and possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –*

*he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,*

*but near to the knuckle, here and now,
his bloody life in my bloody hands.*



Poetry Cluster: Power and Conflict



Student Friendly Mark Scheme
Self Assess or **Peer Assess** your 30 mark, poetry cluster exam question using the mark scheme.

AO1/AO2/ AO3	
L6 26-30	<ul style="list-style-type: none"> • Critical and exploratory analysis/comparison • Judicious and precise references • analysis of writers methods and subject terminology used judiciously • effect of methods on reader explored exploration of ideas and perspectives with specific links between context/task/text
L5 21-25	<ul style="list-style-type: none"> • Thoughtful and developed analysis/comparisons • apt embedded quotations • Examination of writers methods with effective subj terminology and effects of methods on the reader • Thoughtful consideration of ideas/ perspectives with detailed links between context/text/task
L4 16-20	<ul style="list-style-type: none"> • Clear and explained analysis/comparison • effective use of references to support • clear explanation of writers methods and appropriate use of relevant terminology to explain effects on reader • clear understanding of ideas and perspectives shown by specific links between context/task
L3 11-15	<ul style="list-style-type: none"> • Some explained analysis/comparison • references support a range of comments • explained relevant comments on writers method with terminology to identify effects of writers methods on reader • some understanding of implicit ideas /perspectives and links between context/text/task
L2 6-10	<ul style="list-style-type: none"> • Supported analysis/comparison to task and text • comments of references • identification of writers methods • some reference to terminology • some awareness of implicit ideas/ context
L1 1-5	<ul style="list-style-type: none"> • Simple comments relevant to task/comparison • reference to relevant details • awareness of writers choices/ possible reference to subject terminology • simple comment on explicit ideas/contextual factors



Poetry Cluster: Power and Conflict

Answer the following question in approximately 45 minutes.

Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
5 And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
10 'My name is Ozymandias, king of kings:
Look on my works, ye mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Percy Bysshe Shelley

[30 marks]

PLAN



Poetry Cluster: Power and Conflict



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Unseen Poetry Revision

Spend approximately 30 minutes answering the following question:

In 'Out of the Blue', how does the poet present the speaker's feelings about being trapped inside the Twin Towers?

(24 marks)

- Annotate the poem first and then answer.
- Ensure you explore literary and structural devices

You have picked me out.
Through a distant shot of a building burning
you have noticed now
that a white cotton shirt is twirling, turning.

In fact I am waving, waving.
Small in the clouds, but waving, waving.
Does anyone see
a soul worth saving?

So when will you come?
Do you think you are watching, watching
a man shaking crumbs
or pegging out washing?

I am trying and trying.
The heat behind me is bullying, driving,
but the white of surrender is not yet flying.
I am not at the point of leaving, diving.

A bird goes by.
The depth is appalling. Appalling
that others like me
should be wind-milling, wheeling, spiralling, falling.

Are your eyes believing,
believing
that here in the gills
I am still breathing.

But tiring, tiring.
Sirens below are wailing, firing.
My arm is numb and my nerves are sagging.
Do you see me, my love. I am failing, flagging.

Simon Armitage



Unseen Poetry Revision

Spend approximately 20 minutes answering the following comparative question:

In both 'Out of the Blue' and 'On My First Sonne' the speakers explore the world around us. What are the similarities and/or differences with how the world is presented?

(8 marks)

- Annotate the second poem and then answer.
- Ensure you explore literary and structural devices
- Use comparative phrases to explore similarities and differences.

On My First Sonne

Farewell, thou child of my right hand, and joy;
My sin was too much hope of thee, lov'd boy.
Seven years tho' wert lent to me, and I thee pay,
Exacted by thy fate, on the just day.
O, could I lose all father now! For why
Will man lament the state he should envy?
To have so soon 'scap'd world's and flesh's rage,
And if no other misery, yet age?
Rest in soft peace, and, ask'd, say, "Here doth lie
Ben Jonson his best piece of poetry."
For whose sake henceforth all his vows be such,
As what he loves may never like too much.

By [Ben Jonson](#)

← **PLAN** →



Unseen Poetry Revision

Spend approximately 30 minutes answering the following question:

In 'Flag', how does the poet present the speaker's feelings about **how national symbols (e.g. flags) bind nations together** but in doing so also **force people apart**?

(24 marks)

- Annotate the poem first and then answer.
- Ensure you explore literary and structural devices



Flag

What's that fluttering in a breeze?
It's just a piece of cloth
that brings a nation to its knees.

What's that unfurling from a pole?
It's just a piece of cloth
that makes the guts of men grow bold.

What's that rising over a tent?
It's just a piece of cloth
that dares the coward to relent.

What's that flying across a field?
It's just a piece of cloth
that will outlive the blood you bleed.

How can I possess such a cloth?
Just ask for a flag, my friend.
Then blind your conscience to the end.

PLAN

