

# **PiXL Independence:**

## **English Literature - Student Booklet**

### **KS4**

## **Poetry Anthology**

### **Contents:**

- i) Multiple Choice Questions – 10 credits
- ii) Themes – 50 credits
- iii) Quiz 1-9 Poems – 40 credits per quiz
- iv) History of Poetry – 50 credits
- v) Academic Reading – 50 credits for each task completed
- vi) Exam Style Questions – 100 credits plus 20 bonus credits for marking your own response

## i. Multiple Choice Quizzes

### **Quiz 1 - Poetry Exam AQA**

*10 credits for completing this quiz*

1. How long does your Literature Exam last?
  - a) 2 hours
  - b) 2 hours 15 minutes
  - c) 2 hours 30 minutes
  
2. How will you be assessed on poetry?
  - a) One comparison question on poems from the anthology and one comparison on unseen poems
  - b) One comparison question on two poems from the anthology, one question on one unseen poem and one comparison of unseen poems.
  - c) Two questions on a poem from the anthology and one on an unseen poem
  
3. What 'cluster' of poems have you studied?  

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4. What does the examiner want to see you talk about (tick all that apply).
  - a) The form, structure and language used
  - b) The effect of features used in the poems
  - c) Similarities and differences between poems
  - d) My thoughts and opinions supported with quotes from the poems
  
5. How long should you spend on the poetry section of your exam?  

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6. How many marks is Section B worth?

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7. Below are things to consider when thinking about the 'context' of a poem. Write a definition against each one:

a) Historical: The time in which the poem was written or set.

b) Geographical: \_\_\_\_\_

c) Cultural: \_\_\_\_\_

8. How many poems will you write about over the whole of section B and C together?

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9. What is the job of an introduction to an essay?

a) To summarise my answer.

b) To give my opinion.

c) To give a clear answer to the question and briefly introduce some of my main ideas.

10. Which of the following words can be used to link your ideas (tick all that apply):

a) Similarly

b) In contrast

c) But

## Quiz 2 – Poetic Techniques

1. Which of the following poetic techniques affect the sound of a poem when we say it?  
Select all that apply.

- a) Alliteration
- b) Simile
- c) Hyperbole
- d) Rhyme

2. Describe the effect of *Caesura* in a line of poetry.

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3. What defines a regular or rigid form?

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4. Select the correct definition for *free verse*.

- a) Poetry that rhymes
- b) Poetry that has a regular rhythm or line length
- c) Poetry that doesn't rhyme and has no regular rhythm or line length

5. Name three poetic devices:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

6. What is a stanza in poetry?

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7. Select the correct definition for *structure*:

- a) Using sound to convey an idea.
- b) The order and arrangement of ideas
- c) The tone of the poem

8. What defines a simile?

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9. What two things define a *rhyming couplet*?

- a) Lines that are next to each other in the poem
- b) A pair of rhyming lines
- c) They must be at the end of the poem.

10. Give an example of personification

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11. Colloquial language is:

- a) Common every day language such as 'mate'.
- b) The correct pronunciation, sometimes known as Standard English
- c) Pronouncing the words as they are phonetically spelt

12. Dramatic monologues have:

- a) Two speakers
- b) No speaker
- c) One speaker or voice

13. Caesurae can be used to:

- a) Create an image
- b) Create flow
- c) Create pauses in the poem

14. Repetition can be used for:

- a) Rhythm
- b) Pauses
- c) Emphasis

15. Enjambment effects the:

- a) Form of the poem
- b) Flow of the poem
- c) Language used in the poem

16. To create images in the reader's mind, poets use (Tick all that apply):

- a) Sensory language
- b) Personification
- c) Rhyme

17. Repeated sounds affect the poem's (tick all that apply):

- a) Tone and Mood
- b) Structure and form
- c) Rhythm

18. Metaphors and Similes add:

- a) Mood and Tone
- b) Description and imagery
- c) Rhythm and Rhyme

19. Phonetic spellings can show a poet's:

- a) Accent or dialect
- b) Feelings
- c) Emotions

20. Direct address is used to:

- a) Create vivid images
- b) Inform us about a relationship
- c) End the poem

## ii. Themes

*For each table you need to write out which poems from the AQA Power and Conflict cluster can be considered under each Theme. Some of the poems will fall under many of the themes whereas others may only be considered under one or two. Delve into the small and less obvious themes as well as the obvious. The number of poems expected to appear under each theme is a guide to how many you should be looking for.*

*50 credits for completing this quiz.*

1. Which poems from the cluster explore the **Effects of Conflict**:

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	

2. Which poems from the cluster explore the **Power of Humans**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	



3. Which poems from the cluster explore the **Power of Nature**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	

4. Which of the poems explore **the harsh realities of conflict**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

5. Which of the poems explore the theme of **loss**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

6. Which of the poems explore the theme of **memories and the past**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	

7. Which of the poems explore **Negative Emotions**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

8. Which of the poems explore the theme of **identity**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	

9. Which of the poems explore the theme of **the individual**?

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	

### iii. Quizzes 1-9 Poems

40 credits for completing each quiz.

#### Quiz 1

**Storm on the Island**  
**Seamus Heaney**  
<https://genius.com/Seamus-heaney-storm-on-the-island-annotated>

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

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2. For each of the techniques below say how it is used in this poem and what the effect is:

<b>Technique</b>	<b>Example in the poem</b>	<b>Effect</b>
<b>Structure</b>	<i>'But no:'</i>	<i>This line marks the turning point between the moment's preparation and calm before the storm and the more aggressive language used once the storm hits.</i>
<b>Direct address</b>		

<b><i>Violent Imagery</i></b>		
<b><i>Form</i></b>		
<b><i>Use of forceful sounds</i></b>		

3. Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

## Quiz 2

Read the poem carefully and answer the questions about the poem. The more detailed your answer, the more likely you are that your analysis and response to the poem will meet the requirements for the higher bands in the mark scheme.

### Bayonet Charge Ted Hughes

<https://genius.com/Ted-hughes-bayonet-charge-annotated>

1. What does the title of the poem suggest?
2. Read the whole poem. What are your first impressions?
3. What is the overriding emotion of the poem?
4. Consider the form: Hughes uses enjambment and lines of uneven lengths. How does this link to the theme of the poem?
5. Why has Hughes chosen to use a pronoun when referring to the soldier rather than naming him?
6. Explore the structure of the poem. What is the effect of the three very separate stanzas? What happens in each stanza?
7. Find examples of violent imagery in the poem. What is the importance of this? What effect does it have?
8. Look at Line 10. What is Hughes emphasising and implying in this line?
9. Find a simile. What image does it create?
10. Look carefully at line 20. Why is this line powerful? What is it implying about war?

Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

Quiz 3

**Remains**

**Simon Armitage**

<https://genius.com/Simon-armitage-remains-annotated>

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

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2. For each of the techniques below say how it is used in this poem and what the effect is:

<b>Technique</b>	<b>Example in the poem</b>	<b>Effect</b>
<i><b>Tone</b></i>		
<i><b>Form</b></i>		
<i><b>Imagery</b></i>		

<b><i>Chatty/informal Language</i></b>		
<b><i>Repetition</i></b>		

3. Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			



## Quiz 4

### **Poppies** **Jane Weir**

<https://genius.com/Jane-weir-poppies-annotated>

1. Read the whole poem. What is this poem about?
2. What are your first impressions?
3. What effect does the first person narrative have?
4. Consider line 3-6: what effect does this long sentence have?
5. Find examples of sensory language. How does this help to emphasise the mother's feelings?
6. Look again at line 22 – how does this image of the son contrast with the mother?
7. Find an example of war imagery, what effect is created?
8. Do you think the son is still alive or not? Why?
9. Look again at lines 15-16. What are these lines referring to and what effect does it have?
10. How does the title relate to the poem?

**Which themes are included in this poem? Colour in or circle all that apply:**

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

Quiz 5

**War Photographer**  
**Carol Ann Duffy**  
<https://genius.com/Carol-ann-duffy-war-photographer-annotated>

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

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2. For each of the techniques below say how it is used in this poem and what the effect is:

<b>Technique</b>	<b>Example in the poem</b>	<b>Effect</b>
<i>Form</i>		
<i>Structure</i>		
<i>Religious Imagery</i>		

<b><i>Emotive Language</i></b>		
<b><i>Contrasts</i></b>		

3. Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

## Quiz 6

### Tissue Imtiaz Dharker

<https://genius.com/Imtiaz-dharker-tissue-annotated>

1. Read the whole poem. What is this poem about?
2. What are your first impressions?
3. What effect do the short stanzas have?
4. Consider the final line. Why does it stand alone? What effect does this have?
5. Find examples of language related to light. How is light presented by the poet?
6. Look again at line 22 – how does this image of the son contrast with the mother?
7. Look again at line 21. What is the poet referring to and how does it fit with what has come before?
8. Find the shift from talking about paper to talking about humans. What effect does this have?
9. Look again at lines 11 & 35. What effect does this have?
10. How does the title relate to the poem?

Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

## Quiz 7

### The Emigree Carol Rumens

<https://genius.com/Carol-rumens-emigree-annotated>

1. Read the whole poem. What is the poem about? What are your first impressions?
2. Read the opening sentence. What is the tone of this line? Is it an effective opening?
3. The last stanza has a lot more punctuation than the first two. What might this represent?
4. Consider the last word in each stanza. What is the effect of this repetition?
5. Look for lines or language that suggest the poet's memories aren't accurate. What effect do these have on our overall view of the poem and the poet?
6. Find examples of personification. What effect does this technique have?
7. Look again at lines 23-25. Who might the poet be referring to? What is the effect of repetition in these lines?
8. Look at lines 17 & 18. How does the mood in these lines contrast?
9. Explore lines 12 and 13. What technique/s can you see here? What is the effect?
10. What does the title mean and how does it relate to the poem?

**Which themes are included in this poem? Colour in or circle all that apply:**

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

Quiz 8

**Kamikaze**  
**Beatrice Garland**

<https://genius.com/Beatrice-garland-kamikaze-annotated>

1. Write a brief summary, no more than 3 sentences, explaining what this poem is about:

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2. For each of the techniques below say how it is used in this poem and what the effect is:

<b>Technique</b>	<b>Quote/Example</b>	<b>Effect</b>
<i>Form</i>		
<i>Structure</i>		
<i>Irony</i>		

<b><i>Direct Speech</i></b>		
<b><i>Nature</i></b>		
<b><i>Detailed description</i></b>		

3. Which themes are included in this poem? Colour in or circle all that apply:

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			

## Quiz 9

### Checking Out Me History

John Agard

<https://genius.com/John-agard-checking-out-me-history-annotated>

1. Read the whole poem. What are your first impressions? What is the poet's message?
2. Look at the different stanza forms. Which are more rigid in structure? What might this represent?
3. How does Agard deal with the different figures of history from the Caribbean and Britain? What effect does this have?
4. What is the tone of this poem?
5. Why does Agard use phonetic spelling? What effect does this have on the poem and you as a reader?
6. Look at lines 1-2 and 50-51. What effect does this repetition have?
7. Look at line 5. What technique is used and what effect does it have?
8. Look at line 4. What image is Agard creating?
9. What is the effect of the lack of punctuation in this poem?
10. Who is Agard talking about, who has prevented him from knowing his history?

**Which themes are included in this poem? Colour in or circle all that apply:**

<b>Effects of Conflict</b>	<b>Power of Humans</b>	<b>Power of Nature</b>	<b>The harsh realities of conflict</b>
<b>Loss</b>	<b>Memories and the past</b>	<b>Negative Emotions</b>	<b>Identity</b>
<b>The individual</b>			



#### iv. History of Poetry

This task requires considerable research and you will need to use your summary skills to complete it. An understanding of the key influences upon poetry through time will be of benefit to you in the exam when drawing conclusions about meanings.

Use the internet to research each one of these eras and complete the table. Try to offer (Romantic is completed for you):

- 2 key events
- 3-5 characteristics of poetry from this era.

*50 Credits for completing this quiz*

Era <i>(all years are approximate)</i>	Key contextual information <i>(include historical events, social changes, cultural influences...)</i>	Characteristics of poetry from this era
<i>Renaissance 1500s and 1600s</i>		
<i>Romantic 1800-1850</i>	<ul style="list-style-type: none"> <li>• <b>French Revolution</b> – reaction to social reform, regulation and law.</li> <li>• <b>Industrial Revolution in Britain</b> – science and manufacturing leaps forward. Romantics respond by celebrating nature and human experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Favours Classical allusions (Greek mythology, for example).</li> <li>• Emphasis upon personal experience and emotion.</li> <li>• Celebrates nature</li> <li>• Reveres innocence (inc. childhood)</li> <li>• Poems with form: sonnets, lyric, elegy, ode...</li> </ul>
<i>Victorian 1837-1901</i>		

<i>Modernist 1890-1950</i>		
<i>Post-Modernist 1950 onwards</i>		

## v. Academic Reading:

50 credits for each ten-point summary completed.

Read each of the texts that will help you to develop your skills when studying poetry. Once you have completed your reading of each, summarise the key learning points into a ten-point summary.

### **What is poetry?**

In order to analyse it, we need to understand what it is. This is one person's view in response to that question, but this will support your understanding of what you're looking at when you study a poem.

<https://pdfs.semanticscholar.org/7731/6eddf09084553f6ffff3213285456d08c5c9.pdf>

### **What is poetry?**

Another person's view in response to that question. Different from the first, this will support your understanding of what you're looking at when you study a poem.

<http://www.jstor.org/stable/pdf/20570534.pdf?refreqid=excelsior%3Ad27bd82b06db192a5de461a4817eba92>

### **The origins of poetry:**

Read p36-37 of this book (available as a free preview): Reading Poetry: An Introduction by Tom Furniss and Michael Bath.

[https://books.google.co.uk/books?hl=en&lr=&id=4BQAU90Xu30C&oi=fnd&pg=PR8&dq=reading+poetry+for+meaning&ots=0dXm6lbdyf&sig=ErOci\\_LkEFkq-MTxL3TiLTQiDLI#v=onepage&q=reading%20poetry%20for%20meaning&f=false](https://books.google.co.uk/books?hl=en&lr=&id=4BQAU90Xu30C&oi=fnd&pg=PR8&dq=reading+poetry+for+meaning&ots=0dXm6lbdyf&sig=ErOci_LkEFkq-MTxL3TiLTQiDLI#v=onepage&q=reading%20poetry%20for%20meaning&f=false)

### **Writing about poetry:**

Read p13-29 of this book (available as a free preview): Studying Poetry by Barry Spurr.

<https://books.google.co.uk/books?hl=en&lr=&id=S0lwDwAAQBAJ&oi=fnd&pg=PP1&dq=studying+poetry&ots=IrgdGgMtQy&sig=JQU1lvASsAZsZiyzh2BDEevU5xl#v=onepage&q=studying%20poetry&f=false>

### **War poetry:**

There is more to war poetry than mud, wire and slaughter. Read the article and write a ten point summary.

<https://www.theguardian.com/books/2016/jul/09/andrew-motion-definition-war-poetry-widen-not-just-first-world-war>

### **Varieties in poetic style:**

Read p30-40 of this book (available as a free preview): Studying Poetry by Barry Spurr.

<https://books.google.co.uk/books?hl=en&lr=&id=S0lwDwAAQBAJ&oi=fnd&pg=PP1&dq=studying+poetry&ots=IrgdGgMtQy&sig=JQU1lvASsAZsZiyzh2BDEevU5xl#v=onepage&q=studying%20poetry&f=false>

### **An introduction to poetry through time:**

Read p54-56 of this book (available as a free preview): Studying Poetry by Barry Spurr.

<https://books.google.co.uk/books?hl=en&lr=&id=S0lwDwAAQBAJ&oi=fnd&pg=PP1&dq=studying+poetry&ots=IrgdGgMtQy&sig=JQU1lvASsAZsZiyzh2BDEevU5xl#v=onepage&q=studying%20poetry&f=false>

### **Wartime Poetry:**

Read the introduction (available as a free preview) on pages ix-xiii of this book. English Poetry of the First World War by John H. Johnstone.

[https://books.google.co.uk/books?hl=en&lr=&id=by7WCgAAQBAJ&oi=fnd&pg=PR7&dq=English+war+poetry&ots=ljPhX8aZ2-&sig=eFAs\\_sauJDxWMgk8Sg2eLpOnzF4#v=onepage&q=English%20war%20poetry&f=false](https://books.google.co.uk/books?hl=en&lr=&id=by7WCgAAQBAJ&oi=fnd&pg=PR7&dq=English+war+poetry&ots=ljPhX8aZ2-&sig=eFAs_sauJDxWMgk8Sg2eLpOnzF4#v=onepage&q=English%20war%20poetry&f=false)

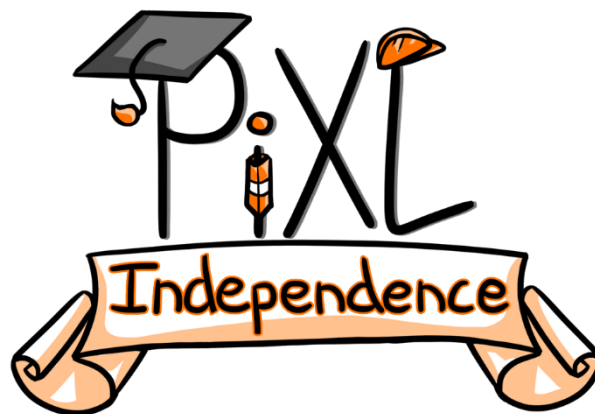
## vi. Power and Conflict Exam Style Questions

100 credits for each completed 45 minute timed essay.

*BONUS: 20 extra credits for using a mark scheme skills grid and/or a PLC to self-assess your essay*

*Using the knowledge you have accumulated, attempt these exam-style questions. Once completed, use the mark scheme to see if you can self-assess your essay.*

<b>1</b>	Compare how the poet presents negative emotions in <b>Fear</b> and one other poem from Power and Conflict. [30]
<b>2</b>	Explore the ways the effects of conflict are portrayed in <b>War Photographer</b> and one other poem from Power and Conflict. [30]
<b>3</b>	Compare the way the poet presents feelings about a place in <b>The Emigree</b> and one other poem from Power and Conflict. [30]
<b>4</b>	Explore the ways ideas about power are presented in <b>Storm on the Island</b> and one other poem from Power and Conflict. [30]
<b>5</b>	Compare the way the poet presents feelings of anger in <b>Checking Out Me History</b> and one other poem from Power and Conflict. [30]
<b>6</b>	Compare the way the poet presents nature in <b>Exposure</b> and one other poem from Power and Conflict. [30]
<b>7</b>	Explore the ways ideas about loss are presented in <b>Poppies</b> and one other poem from Power and Conflict. [30]
<b>8</b>	Compare the way the poet presents feelings of fear in <b>Bayonet Charge</b> and one other poem from Power and Conflict. [30]
<b>9</b>	Explore the ways ideas about identity are presented in <b>Kamikaze</b> and one other poem from Power and Conflict. [30]
<b>10</b>	Compare the way the writer presents human power in <b>Tissue</b> and one other poem from Power and Conflict. [30]



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