

Here you'll find loads and loads of poetry features that are invaluable to revise for your unseen poetry questions, but also the anthology poetry you have been studying, too.				
Meter – The number of beats and bars in lines that helps to produce a rhythm in a poem, or the rhythmic measure of a line. How many syllables does each line have? Why? How does changing the meter affect the meaning of the poem or the way it is read? Common types of meter or elements of meter are iambic pentameter, dactylic, trochees, spondee and more. Do some research and find out what they all are and how they can change a poem!	Iamb	One unstressed syllable followed by one stressed syllable (the 'da-UM') Here's an example: "The way" You put the emphasis on the second syllable.	Dimeter	
	Trochee	One stressed syllable followed by one unstressed syllable (the opposite of an iamb) – DUM-da-UM	Trimeter	
	Dactyl	One stressed syllable followed by two unstressed syllables (DUM-da-da) "Typical"	Pentameter	
	Spondee	Two stressed syllables in a foot (DUM-DUM) "Praise him!"		Pentameter
		Five syllables in a line iambic pentameter (five feet of two syllables of da-UM) One of the most popular meters in poetry. Iambic pentameter is most closely mimics ordinary speech in English.		
				
Rhyme – Where words sound similar to each other are used (usually together) to link ideas and sounds.	End rhyme	When you rhyme the final words of lines of poetry. <i>He was a tremendous poet And he kept it half know it.</i>	Stanza	
	Internal rhyme	The rhyming of two words within the same line of poetry. Here's one from Edgar Allan Poe's "The Raven". <i>Once upon a midnight dreary, while I pondered, weak and weary, Over many a quaint and curious volume of forgotten lore.</i>	Volta	
	Stanza or half rhyme	This is where only part of a word rhymes with another word. There are two different types: Assonance and Consonance. Assonance is when you rhyme vowel sounds in different words (like man and span) Consonance is when you rhyme consonant sounds in different words (like blank and think)	Extended metaphor	
	Rich rhyme	Rhyme using two different words that look the same (homonyms), for example "raise" and "taze" or "two", "too" and "to".		Caesura
		Rhyme with words that look the same but which are actually pronounced differently. Here's one from Shakespeare's Hamlet: <i>The great man down, you mark his favourite files; The poor advanced makes friends of enemies.</i>		Enjambement
Eye rhymes	This is basically the same as repetition but using the same word to rhyme with itself.		Refrain	
Identical rhymes	This is basically the same as repetition but using the same word to rhyme with itself.		Key language features	
				

Eduqas Unseen Poetry Knowledge Organiser	
Key steps	
Eduqas English Literature Component 2 is an epic paper. As well as answering questions on two different texts, you also answer not one but two unseen poetry questions. This can be quite scary for students as you're given a poem you've probably not seen before, but there is no reason to panic. There are several steps you can take when annotating and making notes on the unseen poems to help you get your thoughts together and in order.	
Step 1: The Question	
The lovely exam board always ask you to write about the poem given to you, but also to discuss the effect it has on you . Some students tend to overlook the question, but study it carefully! They want you to explore the poem, but also talk about your opinions on it and how it affects you as a reader.	
Then means exploring how the writer uses language, structure and form to convey or get across ideas to their readers. If the poem is about love, how does the writer convey those ideas to you ? How does the poem make you feel and think ?	
Step 2: The Title	
Another clue that the poet gives you this time is the actual title of the poem! Some poets like to be difficult and don't put a title (we all know someone who does that), but most use the title as really crucial to their work. After all, it is the first thing you see when you read a poem, it helps to sum up a poem's ideas or gives us clues about what the poem is about. I once bought the album 'Ok Computer' by Radiohead because I liked the title of it, true story. If you haven't heard of that band they're like The 1975 but way, way better.	
Anyway, look carefully at what the title of the poem is. How does it fit into the themes you've been asked to look at by the exam board? What about a poem called 'Condolence'?	
"Condolence... Well, when you send someone a card to say sorry for their loss when someone they knows dies, we put 'condolences', so this poem is about people receiving or sending messages about someone's death. It's all coming up Milhouse."	
Here are some other poetry titles, consider what they might be about: The Road Not Taken; The Jumper; Still I Rise; I Am Not Yours; February 23.	
Step 3: Meaning	
You've studied the question, you've reflected on the title, we know the themes and clues given to us, so let's read the poem and make notes on what the poet is trying to say to us. Think about:	
Who the speaker is (1 st /2 nd /3 rd person). 1 st = 'I', 2 nd = 'you', 3 rd = 'They/He/She/Names'. Is this poem happening to the speaker or are they talking to someone else? Who they are speaking to . Is the speaker talking to you as a reader? Is the speaker talking to someone else and you're overhearing their conversation? What they are speaking about . We know the general themes and clues about the poem, but now you need to think carefully about what the speaker is saying and talking about.	
Annotate your poem, write all over it, make doodles, symbols, whatever helps your brain to make sense of the poem.	
Step 4: Emotions, Mood, Tone	
Every poem has a different mood and tone to it and every speaker presents different feelings in a poem. If you've studied the Eduqas Poetry Anthology poems then you'll know many of them have an angry or sad tone and mood to them; some of the poems offer hope and joy whereas others are incredibly sad and hopeless. The unseen poems could have any mood or tone, so it's important to work out how the speaker or the characters in the poem feel. For some students it helps to think of tone as 'sound'. How does the poem sound to you? Why? Highlight and make annotations and notes about it.	
Step 5: Language features	
You know how your English teachers go on about similes, metaphors, onomatopoeia and all those techniques that are really quite troublesome to spell? Well, you need to know them for the unseen poetry questions! However, it's no good simply finding just (us teachers call this 'technique spotting' in the trade, don't you know), you've got to explore how they affect the poem, how they get across meaning to the reader and how they emphasise or accentuate ideas .	
You might have done PEED, PEFA, PETAZ, PETAZL and other acronyms for analytical paragraphs, but the most important thing is you show you understand how a writer has put a text together and how the different elements they've used help us to understand a poem.	
Step 6: Structure and Form	
We've saved the best to last! Structure. Every student loves structure, right? Well, it is crucial to how we understand a poem. Every poet thinks very, very carefully about the order of their ideas – how they start, finish and link ideas in a poem. You want to 'hook' a reader in to a poem and you want to hammer home your central ideas to the reader at the very end. Think about how many stanzas (verses) a poem has and why. Does each stanza address a different topic or perspective? Are some stanzas longer than others? Why might the writer want shorter or longer stanzas? Are some more descriptive than others? Do some sum up key ideas carefully and succinctly? Try to put yourself in the place of the writer and think about why you would put together a poem like that. A poem's Don't randomly show the techniques it is, it's carefully organized for a particular effect. It's your job to interpret what you think those effects are and how the writer achieves them.	
By this point your poem should now be covered in labels, notes, colours, pictures, symbols, etc. Now you're in the right frame of mind to write out your answer to the exam question. Remember to check the question again and again so you stay focused on topic.	

Structure and Form Feature	Why is this significant?	
Free verse – Does not follow a particular meter or rhyme pattern	Poetry is a form of art and some artists love to use very specific forms and structures for very specific reasons and to give off very specific meanings. However, for many people there are no boundaries and so some poets will use 'free verse' – taking away the restrictions of a particular form and instead letting their ideas do the talking. If you can't see a particular structure and the way the poem is written seems like someone pouring their thoughts out onto the page then this might well be free verse. A number of what we call 'modernist' writers employ 'stream of consciousness', a style of writing which tries to replicate a person's thoughts written down continuously. Is that what the writer is trying to achieve in the poem you're looking at?	
Blank verse – Does not use rhyme but has a particular meter (often iambic pentameter)	Everyone loves Shakespeare, well I do anyway. It's not because of the bizarre haircut – though that does help, but Shakespeare was a master of using blank verse . This is where a writer does not use a rhyme scheme but does use a particular meter (see the notes on the far left of this sheet). It creates a structure to the writing but avoids artificial sounding rhyme. Many characters in Shakespeare's plays speak in iambic pentameter (lines of 5 bars with 2 beats per bar, or essentially 10 syllables a line). Most lines are delivered in blank verse which means they don't contain rhyme. If rhyme is ever used it is to emphasise or focus the audience on one particular idea. The same happens in poetry. Iambic pentameter is also said to be the closest meter to ordinary speech – might that be why the writer has chosen to use it?	
Couplet – Two lines	A couplet is two lines together, and a rhyming couplet is two lines together that rhyme with each other. Sometimes a poet will use a couplet or rhyming couplet at the end of a poem to sum up key ideas or emphasise a particular idea to their readers.	
Triplet – Three lines	A triplet is... three lines together. Again, these are used to stand out from the rest of a poem's structure. Do they rhyme together? Why not? Why would the poet want to use the idea of 'three things together'?	
Quatrain – Four lines	Four lines together. It's very common for poets to use quatrains as four lines lends itself well to rhyme. Iambic pentameter, for instance, but also gives off a sense of completion or harmony. How does this fit into the rhyme Iambic pentameter?	
Cinquain – Five lines	It's all getting a little fancy now. Got five lines stanzas? You've got yourself a cinquain. Maybe the writer has used four lines on a similar idea and then made one line of the cinquain very different to the others.	
Sestina – Six lines with a triplet at the end	Check out this funky form: A sestina isn't just a six lines stanza but it has a triplet at the end. I bet that could be useful if you wanted to emphasise certain ideas in a poem.	
Epic poem	A poem that is huge in scale, full of hyperbole and exaggerated emotions and language. They normally tell a narrative story and can include: - A hero who is powerful, brave and courageous. They could be someone of historical or cultural significance. - They can take place in multiple locations, usually of historical or cultural significance. - There is plenty of action featuring amazing deeds and superhuman bravery. - They can feature the supernatural: gods, demons, ghosts, monsters and so on. Of course, just to make things difficult sometimes writers can use the pro and con and over-the-top form ironically. I'm a fan of Robert Burns, a Scottish poet who used the epic form to write a poem named 'Tam o' Shanter', a drunkard who goes very strange supernatural sights on his way home from the pub one night. He's had a typical here, but by using this particular form Burns is really able to make fun of Tam and create a new folklore around Scottish people.	
Elegy	A poem that remembers someone or something that has gone. Because of this these poems usually centre around death or loss. It usually has a very pessimistic or sad tone to it. A really beautiful example of an elegy is 'Elegy Written in a Country Churchyard' by Thomas Grey. It's worth having a look at if you like poetry... or very sad things... or both. Another awesome example is 'O Captain! My Captain!' written by Walt Whitman, all about the death of President Abraham Lincoln.	
Ballad	A poem that tells a story, usually about one particular person. Ballads are often written in quatrains (see above) and usually written in iambic feet, with 10 or 8 syllables a line. Ballads were originally set to music, but not all ballads do this. Because of their origins, they usually have a refrain or a repeated chorus, just like your favourite songs! Sometimes they use an ABA B rhyme scheme because this has a kind of musical sound to it. Ballads were very popular during the late 18th due to what we call the 'Romantic movement'. Poets like William Wordsworth enjoyed writing in them.	
Ode	A poem that addresses someone or something it is paying tribute to. If you're a football fan and support a decent team like Liverpool, you might want to pen an ode to the elegant majesty of Mo Salah.	
Sonnet	Usually consists of 14 lines. A Shakespearean sonnet has 14 lines: 3 quatrains and a final couplet for emphasis. Many sonnets are written about love and being in love, but not always. Sometimes a writer will use a sonnet structure to talk about the opposite, but the sonnet form has so much history with love poetry that it gives off particular meanings to those reading it.	
How to answer the two unseen poetry questions		
Unseen Poetry Q1: "Write about the poem [Poem Title] by [Poem Author] and the effect it has on you."	Success criteria: - Clear ideas written in a formal manner - Regular use of quotes to support ideas - Techniques analysed and effects explained - Discuss how the poem affects you and why.	Adding connectives, to add to your initial ideas: Moreover Furthermore In addition Additionally Similarly As well as this
As mentioned before, that's the kind of question you'll get for the first unseen poetry task. Your teacher has probably shown you a specific way of answering this question, but there is one way you could approach each paragraph if you're unsure: [In poem 1] the poet shows the speaker to feel about... [One particular good example] to illustrate this is "... because...". The writer uses [technique] when he writes "... because..." and emphasises this to the reader through the use of [technique]. However, [in poem 2] the speaker feels particularly when I say "... with [technique] ..." showing the speaker feels... because...		Contrasting connectives, to show a different perspective or idea: However On the other hand Alternatively Despite this In contrast Conversely In spite of this
For instance, ...	Success criteria: - Clear points comparing how the presentation of choice is shown in both poems. - Use of techniques from both poems. - Connectives to link points together. - Link sentences used to make comparisons.	
Unseen Poetry Q2: Now compare [Poem 2] and [Poem 1].		
You should compare: - what the poems are about and how they are organised - the ideas the poets may have wanted to say about their poem - the poet's choice of words, phrases and images and the effects they create - how you respond to the poem [25]		
[In poem 1] the speaker feels... because the quote "... shows that..." and emphasises this to the reader through the use of [technique]. However, [in poem 2] the speaker feels particularly when I say "... with [technique] ..." showing the speaker feels... because...		
In contrast, [in poem 1]...		