

# Revision-in-Action!

Pearson **Edexcel** GCSE Poetry Anthology

## CONFLICT

NAME: .....

CLASS: .....

FAVOURITE POEM: .....



English  
& Media  
centre

# Revision-in-Action!

My Self-Assessment

Poems I'm confident about:

Poems I'm still not confident about:



# Revision-in-Action

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WHAT YOU KNOW AND WHAT YOU DO WITH WHAT YOU KNOW!

**Welcome to your *Revision-in-Action* workbook for the Edexcel GCSE poetry anthology (*Conflict* cluster). It's designed to help you practise the knowledge you already have about your anthology poems – and to get to know them even better along the way.**

To write well about your poems you will need to know them inside out. And we're confident that you will have covered them thoroughly in class and that your anthologies are filled with useful annotations.

But as exams draw ever nearer, you need to get used to developing and manipulating the knowledge about your poems that you already have.

That's where your *Revision-in-Action* workbook comes in. It's packed with activities encouraging you to investigate the poems further, to find links between different poems, and to explore your own personal responses. By the time you've worked your way through it, you'll be much more confident about how to put to good use everything you've learned about your poems so far.

This booklet starts by giving you the chance to reflect on how well you know each poem in your anthology cluster. It then gives you a chance to explore your knowledge of each poem in turn, before it asks you to think about how the poems can be grouped together in terms of themes and ideas. Finally, you have the chance to experiment with different revision strategies and to practise planning and starting essays in different ways. We suggest that you work through the comparative activities on pages 38-49 before you tackle the practice question on each poem. Of course, you are free to ignore this suggestion and dive in at any point that takes your fancy.

By the time you reach the exam itself, you need to be sure that you can tackle an essay question without having the poems in front of you. However, as you make your way through the activities, we recommend that you have a copy of your anthology with you. You can refer to it while attempting the activities, or afterwards, depending on how well you know the poems already.


Good luck!

The English and Media Centre team

# How well do you know your poems?

This activity will help you to identify which poems you need to go back and revise most. You should do this activity without referring to your anthology.

- In the first box, note down three things the poem is about.
  - In the second box, choose two poems it compares well with.
  - In the small shaded box, give yourself a mark out of 5 for how well you know this poem.
- The example below shows you the sort of thing you might write.

POEM	3 THINGS IT IS ABOUT	2 POEMS IT COMPARES WELL WITH
An example	<div><i>The impact of war on society</i> <i>The horrors of war</i> <i>The power of memory</i></div> <div></div>	<div><i>Poem x</i> <i>Poem y</i></div> <div><div>3</div></div>

POEM

3 THINGS IT IS ABOUT

2 POEMS IT COMPARES  
WELL WITH

A Poison Tree  
(1794)



The  
Destruction of  
Sennacherib  
(1815)



*Extract from*  
The Prelude  
(1850)



# A Poison Tree by William Blake

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- If you had to tell someone about this poem in no more than 50 words, what would you say?



- What do you find interesting about the language of this poem?



- What do you find interesting about the structure and form of this poem?



- What do you find interesting about the context in which this poem was written?



## After completing the comparative activities on pages 38-49

- Write a plan for this question in the space provided, then practise writing in timed conditions elsewhere:

- Re-read 'A Poison Tree'. Choose one other poem from the *Conflict* cluster. Compare how emotions are presented in the two poems. You should consider:
  - » the poets' use of language, structure and form
  - » the influence of the contexts in which the poems were written.



# Death and destruction

## The Destruction of Sennacherib, The Charge of the Light Brigade, Belfast Confetti

- Remind yourself of these three poems.
- Summarise how each poem explores death and destruction.

The  
Destruction of  
Sennacherib  
(1815)



The Charge  
of the Light  
Brigade (1854)



Belfast  
Confetti  
(1990)





# SIMILARITIES AND DIFFERENCES WITHIN THE GROUP

- Identify key similarities and differences between the poems in this group, focusing on language, form & structure, and context. For each of these aspects you should think about at least two of the poems.

Language



Form &  
structure



Context



## Making connections

What other connections can you make? For example:

- Further points of similarity and difference
- Another poem that would fit with this group
- New groups you could create, beginning with one of these poems.

# What's interesting about the poem?

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In an exam situation, you won't have time to write about everything. You will only have time to write about what's most interesting and important about your chosen poems. Below are some questions that will help you to think about what's interesting and important.

## ■ What's interesting about...

1. ...what happens in the poem?
2. ...how the poem is told?
3. ...the emotions in the poem?
4. ...the structure of the poem?
5. ...the sound of the poem when read aloud?
6. ...the intended audience of the poem?
7. ...the tone of the poem?
8. ...stand out lines from the poem?
9. ...the language of the poem?
10. ...the form of the poem?
11. ...the context of the poem?

# Identifying what's interesting

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- Select one poem from your cluster that you want to know better. Identify four of the questions on page 50 to answer in relation to your chosen poem in the boxes below. Feel free to have a go at doing this for the other *Conflict* poems too.

Question no.:



Question no.:



Question no.:



Question no.:

