

# GCSE English Literature: AQA Power and Conflict Poetry Daily Revision Tasks

## Day 1: Ozymandias - Percy Bysshe Shelley

Complete the four tasks below practising exam skills and recalling key information from the text.

### Fill in the blanks

1. '...colossal \_\_\_\_\_, boundless and \_\_\_\_\_, / The lone and \_\_\_\_\_ sands stretch far away.'
2. '\_\_\_\_\_ and \_\_\_\_\_ legs of stone ... a shattered \_\_\_\_\_ lies'
3. 'Look on my works, ye \_\_\_\_\_ and \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Ozymandias** is considered a thinly veiled attack on the British monarchy. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 2: London - William Blake**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'I \_\_\_\_\_ through each \_\_\_\_\_ street.'
2. 'The mind \_\_\_\_\_ I hear.'
3. 'Every \_\_\_\_\_ church appals'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

The polemic nature of *London* is a social criticism of life in England after the French Revolution. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 3: Extract from the *Prelude* - William Wordsworth**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'It was an act of \_\_\_\_\_ / And troubled \_\_\_\_\_.'
2. 'The horizon's utmost \_\_\_\_\_; far above / Was nothing but the \_\_\_\_\_ and the grey \_\_\_\_\_.'
3. 'The horizon's \_\_\_\_\_, a huge peak, \_\_\_\_\_ and huge.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Extract from the *Prelude* considers Wordsworth's connection with nature as he considers the growth of his mind as he matures.** Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 4: My Last Duchess - Robert Browning**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'That's my last Duchess \_\_\_\_\_ on the wall / Looking as if she were \_\_\_\_\_.'
2. 'Sir, 'twas not / Her husband's \_\_\_\_\_ only, called that spot / Of \_\_\_\_\_ into the Duchess' \_\_\_\_\_.'
3. 'I gave \_\_\_\_\_; / Then all smiles \_\_\_\_\_ together.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

In his reference to an art work of Neptune taming a seahorse, the Duke feels an affinity with the Roman God who has total power and control over a wild creature. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 5: The Charge of the Light Brigade - Alfred Lord Tennyson**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'All in the valley of \_\_\_\_\_ / Rode the six \_\_\_\_\_.'
2. 'Into the jaws of \_\_\_\_\_ / Into the \_\_\_\_\_ of hell.'
3. 'Volleyed and \_\_\_\_\_ / Stormed at with shot and \_\_\_\_\_...'

**Choose one of the above quotes, write it below in the centre of the box and annotate around it.**

**The Charge of the Light Brigade considers the atrocities faced by patriotic British Troops during the Crimean War. Make notes below to expand on this contextual point.**

**Which other poems from the anthology can you compare it to and why? Make notes.**

**Day 6: Exposure - Wilfred Owen**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'Our brains \_\_\_\_\_, in the merciless \_\_\_\_\_ east winds that \_\_\_\_\_ us...'
2. 'Sudden \_\_\_\_\_ flights of bullets streak the \_\_\_\_\_.'
3. 'Pale \_\_\_\_\_ with fingering \_\_\_\_\_ come feeling for our \_\_\_\_\_.'

**Choose one of the above quotes, write it below in the centre of the box and annotate around it.**

**Exposure considers the loss of soldiers' faith in God as the true horrors of war unfold. Make notes below to expand on this contextual point.**

**Which other poems from the anthology can you compare it to and why? Make notes.**

**Day 7: Storm on the Island - Seamus Heaney**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'We are \_\_\_\_\_: we build our houses \_\_\_\_\_.'
2. 'So that you can listen to the thing you \_\_\_\_\_ / Forgetting that it \_\_\_\_\_ your house too.'
3. '...spits like a tame \_\_\_\_\_ / Turned \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Storm on the Island** is an extended metaphor for the political and religious unrest in Ireland. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 8: Bayonet Charge - Ted Hughes**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'Suddenly he \_\_\_\_\_ and was running – raw In raw-seamed hot \_\_\_\_\_'
2. 'The patriotic \_\_\_\_\_ that had brimmed in his \_\_\_\_\_'
3. 'King, \_\_\_\_\_, human \_\_\_\_\_, etcetera / Dropped like \_\_\_\_\_ in a yelling alarm'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Bayonet Charge highlights the brutality of trench warfare as a warning about war to future generations.** Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.



**Day 9: Remains - Simon Armitage**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'One of my mates goes by and tosses his \_\_\_\_\_ back into his \_\_\_\_\_.'
2. 'His blood- \_\_\_\_\_ stays on the \_\_\_\_\_ and out on patrol / I walk right over it \_\_\_\_\_ after week.'
3. 'His bloody \_\_\_\_\_ in my bloody \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Remains** presents a disturbing image of soldiers suffering from post-traumatic stress disorder from the point of view of a soldier who returned from Iraq. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 10: Poppies - Jane Weir**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'Three days before Armistice Sunday / and \_\_\_\_\_ had already been placed / on \_\_\_\_\_ graves.'
2. 'A split \_\_\_\_\_ / and you were away, \_\_\_\_\_.'
3. '...my stomach busy / making \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.'

**Choose one of the above quotes, write it below in the centre of the box and annotate around it.**

**Poppies explores the utter grief and mental suffering of parents who saw their children leave to face war.** Make notes below to expand on this contextual point.

**Which other poems from the anthology can you compare it to and why?** Make notes.

**Day 11: War Photographer - Carol Ann Duffy**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. '...spools of \_\_\_\_\_ set out in ordered \_\_\_\_\_'
2. 'A stranger's features / faintly start to \_\_\_\_\_ before his eyes, / a half-formed \_\_\_\_\_.'
3. 'A hundred \_\_\_\_\_ in black and \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

*War Photographer* considers the position of those whose job it is to record the experiences of those suffering in war without being able to help them. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 12: Tissue - Imtiaz Dharker**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'Paper that lets the \_\_\_\_\_ / shine through...'
2. '...pages \_\_\_\_\_ and stroked and \_\_\_\_\_'
3. 'The sun \_\_\_\_\_ through / their \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

*Tissue* is a reflection on the power of paper and how it represents human fragility. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 13: *The Émigrée* - Carol Rumens**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'It may be at \_\_\_\_\_, it may be sick with \_\_\_\_\_'
2. 'The worst \_\_\_\_\_ I receive of it cannot break / my original \_\_\_\_\_'
3. 'I am branded by an impression of \_\_\_\_\_'

**Choose one of the above quotes, write it below in the centre of the box and annotate around it.**

**The *Émigrée* explores the effect of forced displacement on those whose lives are upheaved by war and conflict.** Make notes below to expand on this contextual point.

**Which other poems from the anthology can you compare it to and why?** Make notes.

**Day 14: Kamikaze - Beatrice Garland**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. '...a shaven \_\_\_\_\_ / full of powerful \_\_\_\_\_.'
2. '...little fishing \_\_\_\_\_ / strung out like \_\_\_\_\_ / on a green-blue translucent \_\_\_\_\_.'
3. 'And sometimes, she said, he must have \_\_\_\_\_ / which had been the better way to \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

In *Kamikaze*, Beatrice Garland considers the immense social pressure on those carrying out kamikaze missions during the Second World War. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.

**Day 15: Checking Out Me History - John Agard**

Complete the four tasks below practising exam skills and recalling key information from the text.

**Fill in the blanks**

1. 'Bandage up me \_\_\_\_\_ with me own \_\_\_\_\_.'
2. 'no dem \_\_\_\_\_ tell me bout dat'
3. 'But now I \_\_\_\_\_ out me own \_\_\_\_\_.'

Choose one of the above quotes, write it below in the centre of the box and annotate around it.

**Checking Out Me History** is Agard's response to his West Indian culture being excluded from the education system when he was a child. Make notes below to expand on this contextual point.

Which other poems from the anthology can you compare it to and why? Make notes.