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# GCE English Literature 2015: Poetry Collections

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## A level Component 3B: Specified Poetry pre- or post-1900

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### Introduction

The scheme below reflects one half-term block of teaching.

Teachers co-teaching AS and A level students will cover this content in year 2, as it is not a requirement for AS study.

There is considerable cross-over of activities between the teaching of Poetry Collections (A level Component 3B) and Contemporary Poetry (A level component 3A: Post-2000 Specified Poetry).

Wk	Focus	Learning outcomes	Content	Exemplar resources
1-2	<p>'Poet and period'</p> <ul style="list-style-type: none"> <li>Introducing the poet and/or period</li> <li>Initial reading, including poetry of the period or other literary forms</li> </ul>	<p>Students will establish knowledge of:</p> <ul style="list-style-type: none"> <li>the definition and development of poetry in English literature</li> <li>introduction to the historical period for the set poet/period study</li> <li>the key concerns of the period/poet</li> <li>literary terminology related to poetry analysis and how to use it effectively</li> <li>appropriate further reading.</li> </ul>	<p>Teacher to introduce students to the key concerns of the poet/period, using a range of materials and media.</p> <ul style="list-style-type: none"> <li>Provide a brief overview for students of the expectations of A level examination for period poetry response.</li> <li>Help students study of the history and development of poetry.</li> <li>Remind students of the guidance already considered in Section 2 of the <i>Approaching Unseen Contemporary Poetry</i> resource regarding how to approach unseen poetry. Students to make an appropriate summary of the key points of advice, e.g. in a flow diagram, mind map or list.</li> <li>Teacher to suggest students keep notes/log of key poetic terms and where these are exemplified in poems studied during the course, together with any questions they have about poems they read independently.</li> <li>Give students opportunities for creative writing and poetry: considering poetry and its craft.</li> <li>Support students' comparison of two poems from the period and consideration of whether or not they are written by the same poet – to</li> </ul>	<p>Introduction to poetry:</p> <ul style="list-style-type: none"> <li>Extracts from a range of texts to consider the definition and purpose of poetry, e.g. comparing it with rhetoric, song, advertising slogans, prose, poetry within drama</li> <li>Teacher-selected range of poems/extracts from which to discuss the history and development of poetry.</li> </ul> <p>Introduction to approaching and writing about poetry:</p> <ul style="list-style-type: none"> <li>Section 2 Essays on <i>Approaching Unseen Contemporary Poetry</i> anthology if not already used in year 12 – approaches recommended can also be used to enhance students' first readings of the set period poetry</li> <li>List of poetic terms and definitions. eg. list from Peter Sansom's <i>Writing Poetry</i> (Bloodaxe Poetry Handbooks, 1993)</li> </ul> <p>Introduction to the period/poet:</p> <ul style="list-style-type: none"> <li>Range of materials to introduce the period/poet and key</li> <li>political/artistic/philosophical concerns, e.g. essays, short story, images</li> <li>Audio recordings of the poet/poets, if available, or audio recordings of the poems being read</li> <li>Teacher-selected pair of poems from one or more than one poet – students to consider</li> </ul>

			facilitate close analysis of language, form, style, concerns and tone.	<p>whether or not the poems are written by the same poet, and why</p> <p>Writing poetry – considering form, content, word choice, structure, etc:</p> <ul style="list-style-type: none"> <li>• Writing ideas from Peter Sansom’s <i>Writing Poetry</i></li> </ul> <p>Further reading list linked to the period/poet.</p>
3–7	Reading and studying the set period/poet selection	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• the themes, language and poetic techniques of their selected period/poet</li> <li>• the place of, poet/period within the literary canon and its influence on subsequent poetry</li> <li>• the concepts and terminology required for analysing poetry</li> <li>• the structure and content of a skilled written response to poetry.</li> </ul>	<p>Students should study the set poems, as outlined in Appendix 5 of the Specification (Prescribed Texts), as well as models of writing about poetry. Some of the following activities may be useful.</p> <ul style="list-style-type: none"> <li>• Keep a poetry log. This might include: key terminology and examples of their use, a reading journey to reflect students’ reading of poetry independently, copies of poems that they have particularly enjoyed, key questions about poems they have read.</li> <li>• Show students how to annotate a poem.</li> <li>• Show them how to consider ambiguity and more than one reading in analysing poetry.</li> <li>• Students to analyse the poet’s language choices, including any poem title, and its effect, through annotation of selected poems</li> <li>• They analyse of <i>patterns</i> in the poet’s choice of language and how such frequencies may reflect the poet’s concerns across a number of poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher selection of poems for annotation and study as a whole class, or groups or individuals prior to whole class discussion. Filmed and audio reading and interviews with relevant poets where available: see the <i>The Poetry Archive</i> <a href="http://www.poetryarchive.org/">www.poetryarchive.org/</a> and <a href="http://www.poetrystation.org.uk/">www.poetrystation.org.uk/</a></li> <li>• Teacher-authored statements giving points of view on aspects of a poem or poems (to be used to stimulate student discussion and consideration of personal response with relevant supporting evidence)</li> <li>• Teacher-sourced relevant critical essays on the set poet or period</li> <li>• Electronic version of ‘collapsed’ poems/‘word walls’ to enable students to identify patterns of word frequency and work from word banks to focus on language choice and thematic concerns of the poet/period</li> </ul>

			<ul style="list-style-type: none"> <li>• Students analyse of poetic form and its relationship to the poet's intentions.</li> </ul> <p>Students carry out re-creative writing activities, for example:</p> <ul style="list-style-type: none"> <li>○ using a 'collapsed poem' and drawing on the word bank to create their own writing</li> <li>○ using the poem as a starter for prose writing</li> </ul> <ul style="list-style-type: none"> <li>• Consideration of pairs of poems</li> <li>• Individuals or pairs of students deliver a presentation on a chosen poem or pair of poems, requiring seminar-style discussion from all students, key questions from the leading student(s) and consideration of contrasting viewpoints</li> <li>• Readings of poetry – student/classroom readings of poems.</li> </ul>	
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<p>3–7 Cont ...</p>	<p>Context</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>the importance of context to inform understanding of the poetry</li> <li>how to draw upon evidence from two poems in support of their analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Lead a class discussion of the relevance of the historical, social, literary and cultural background in understanding specific aspects of the poems.</li> <li>Students carry out paired/shared writing to consider how to embed comment on the significance of context in a literary essay.</li> <li>Students identify points of connection between poems within the studied selection, to support selection of second poem for analysis.</li> <li>Students carry out discussion, planning and written work considering poet’s presentation of themes across two (or more) poems</li> <li>complete essays on key aspects of the studied poetry selecting two illustrative poems.</li> </ul>	<p>Use of non-fiction and visual resources that develop students’ knowledge of the historical social and literary context of the poems</p> <p>Models of how to write about the significance and influence of context in a literature essay</p> <p>Shared writing activities where pairs of students share the writing process of an analytical essay. Teachers can also use this method at front of class, inviting students to join in and edit.</p>
<p>8(+)</p>	<p>Examination preparation Planning and Writing an analytical poetry essay in timed conditions Feedback and target setting</p>	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> <li>relevant literary terminology and the conventions of the literary essay</li> <li>how to form and express personal response to literary text, both orally and in written form</li> </ul>	<ul style="list-style-type: none"> <li>Students should complete the following:</li> <li>short essays at key points in their reading, with focus on relevant aspects of poetry such as language, meaning, thematic concerns, form, and structure as well as</li> <li>consideration of model essays/extracts on sample questions, including paired work for students to consider effective written style, literary analysis and personal response.</li> </ul>	<p>Bank of teacher-generated exam practice questions that are based on a named poem, plus discussion of one other poem (extract required for either of the medieval options).</p> <p>Sample model essays and/or annotated poems on the above</p> <p>List of AOs for student use</p> <p><a href="#">Edexcel Sample Assessment Materials for Prescribed poetry</a> p.109.</p>

		<ul style="list-style-type: none"> <li>• the Assessment Objectives against which examination responses for Component 3 will be judged (AO1, 2, 3)</li> <li>• developing personal response</li> <li>• writing a poetry essay in timed conditions</li> <li>• understanding their personal strengths and weaknesses in terms of skills and knowledge, in order to identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students mark a model answer, then identify success criteria and targets.</li> <li>• Students practise writing timed responses to sample questions on their prescribed poetry.</li> </ul>	
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