

QEII

A Level English Literature

Component 3: Poetry – Section B

Exam: 2hrs 15 mins (total for section A and B)

Open Book – with clean copies

30% of A Level (in total for section A and B)

ASSESSMENT OBJECTIVES - SECTION B

A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

A02 - Analyse ways in which **meanings** are shaped in literary texts

A03 - Demonstrate understanding of the significance and influence of the **contexts** in which literary texts are **written and received**

(Section A – Contemporary Poetry taught in Year 12 as a component of AS Literature)

Knowledge	Skills
<p>For each poem, knowledge of:</p> <ul style="list-style-type: none"> • Subject matter and key idea • Plot (for longer poems eg Rime of the Ancient Mariner) • Sequence of events in plot (as above) • Significant language use • Significant features of structure • Themes and concepts • Relevant technical terminology • Context of author's background • Historical context of text • Social context of text • Literary context – Romanticism and where the poem fits within the context • Changing reaction of readers <p>Have knowledge of key themes and concepts within Romanticism and how they apply to the individual poet and poems eg</p> <ul style="list-style-type: none"> • Natural/Supernatural • Nature • Sublime • Imagination • Beauty • Love • The place of the individual • Universal experience • Transformation • Oppositions • Enduring/Endurance • Innocence/experience • Isolation • Entrapment/imprisonment/pain/ • Oppression/liberty • Faith/Religion • Sin/Penance • Hope/Despair • Conventional/Unconventional • Challenging perceptions • Struggle and suffering • Obedience and defiance • Power • Revenge • Life/Death/mortality • Defiance • The senses (as a device and the importance of) • Power of Art • Role of the poet 	<p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed and precise knowledge and understanding of how poets create effects and meaning using language</p> <p>Be able to develop detailed and precise knowledge of how poets create effects and meaning using structure</p> <p>Be able to explain the effect of writers' use of language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect on others' point of view and adapt own view in light of alternative interpretations</p> <p>Be able to, independently, read round and research author and text</p> <p>Be able to use research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p>

INDEPENDENT LEARNING

What you need to do to ensure:

- a detailed knowledge of the text
- notes that will make sense at the end of the A Level course

Task	□
Get a folder, and dividers, in order to organise your notes	
Keep notes organised and up to date	
Read for meaning: Read the poems quickly once to get an understanding of key ideas and overall meaning	
Read analytically: start notes on each poem – keep them short and clear – focus on meaning, language, structure, links to Romanticism and theme	
Research author: when they lived, when they wrote, key events in life; influences on author; ideas and attitudes of author; how they fit into the Romantic genre	
Research literary context: Romanticism it's influences and development	
Research historical/social context of texts: impact of French Revolution/ Industrial Revolution; English politics and society in early 19C	
Use internet/Study guides to fill in gaps in understanding of poems, poets, meaning and symbolism; obscure references to classical figures	
Closer Reading: Re-read text to apply ideas covered in class and develop detailed understanding	
Closer Reading: Develop notes on key aspects of poems	
Develop understanding of contrasts and links within texts and between texts (not examined in section B but still a useful exercise) Taking a theme as a focus, use mind maps to explore a particular concept either within one text or across two texts	
Wider thinking: Read critical works to broaden own thinking and consider alternative interpretations	

ORGANISING YOUR FOLDER

- You should have a poetry folder from Year 12 with your notes from the Contemporary poetry
- Use dividers to create a new section for THE ROMANTICS
- You may wish to further divide it into the different poets
- For each poet you should build up your notes into sections

Sections

Poet - eg Coleridge - then each poem by that poet

Classnotes

Own first notes on poem

Own notes on Language: words, poetic devices, symbolism, patterns and motifs, senses

Own notes on Structure: whole text structure and poetic structural features

Own notes on Theme and concepts covered within individual poems and links made to other poems studied within the Romantic collection

- see themes in knowledge and skills above

Close analysis of language may be carried out in the texts – key notes and ideas should be notes (in file) with page references to enable efficient revision
Notes should be kept of re-curing symbols or motifs and metaphors – where they appear and their significance

Notes on context

- Romantic Literary context
- Context of each individual poet
- Impact of political and social history on Romanticism (eg French Revolution, Industrial Revolution)
- Social context of early 19C England
- Changing context of reception – critical views of the poems and poets

Essays and feedback

