

GCSE Literature Component 2

GCSE Literature assessment

Anthology poetry

Lesson 1

You will learn about:

- The skills that are being tested in this assessment
- The success criteria for task 1

The exam tasks

Think about the poems we have studied. Create an example of an exam task.

SECTION B (Poetry)

7. Answer **both** part (a) **and** part (b)

You are advised to spend about 20 minutes on part (a) and about 40 minutes on part (b).

(a) Read the poem below, _____, by _____.

In this poem _____ explores ideas about _____. Write about the ways in which _____ presents _____ in this poem.

[15]

(b) Choose **one** other poem from the anthology in which the poet also writes about _____.

Compare the presentation of _____ in your chosen poem to the presentation of _____ in _____. [25]

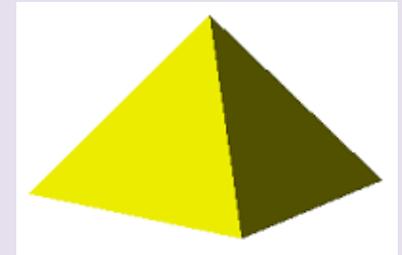
What is being tested?

AO1

Candidates:

sustain focus on the task, _____, convey ideas with consistent coherence and use an _____; use a sensitive and evaluative approach to the task and analyse the text critically; show a _____ of the text, _____ fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including _____.

- quotations
- including overview
- Engaging
- appropriate register
- perceptive understanding



We know this as 'What is the poem about?' & 'Themes and ideas', but it also includes use of quotation and appropriate essay style. These skills count across your whole essay.

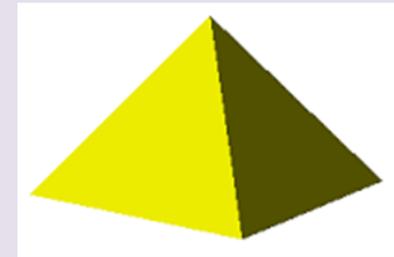
What is being tested?

AO2

Candidates:

analyse and appreciate writers' _____, make assured reference to meanings and effects _____ and evaluating the way meaning and ideas are conveyed through language structure and form; use precise _____ in an appropriate context.

- exploring
- subject terminology
- use of language, form and structure



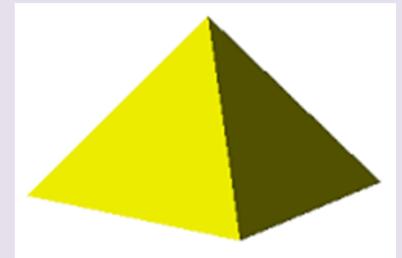
What is being tested?

AO3

Candidates:

show an assured understanding of the relationships between texts and the _____ in which they were written, including, where relevant, those of _____, location, social structures and _____ such as genre, and the contexts in which texts are engaged with by different _____.

- audiences
- period
- literary contexts
- contexts



So what is the success criteria for this assessment?

- Think/Pair/share
- Create a class success criteria that will be used on the blue stickers

110 Success Criteria

1. Include quotations
2. Give a summary of the poem at the beginning or end of your essay
3. Formal writing style
4. Show your understanding of the poem
5. Analyse language and structure
6. Use subject terminology
7. Show your knowledge of the context

11G success criteria

1. Use formal vocabulary
2. Use quotes
3. Sustain focus on the task
4. Show a perceptive understanding
5. Show an understanding of context
6. Use subject terminology
7. Give an overview (summary) of the poem
8. Analyse structure and language
9. Explore comparisons between poems

WAGOLL

Read WAGOLL 1 and box it up:

1. What does the student write about in the purple box?
2. What does the student write about in the blue box?
3. What does the student write about in the orange box?
4. What does the student write about in the red box?

What are the key lessons you have learned from this student's response?

Practise Task 1

a) Read the poem, *Dulce Et, Decorum Est*, by Wilfred Owen.

In this poem Owen explores ideas about conflict. Write about the ways in which Owen presents conflict in this poem. [15]

20 mins

How will you approach this task?

Did you achieve the success criteria?

- What do you need to do before next lesson when you will be completing task 1?

Lesson 2

Task 1 assessment

Task 1 – 20 mins

a) Read the poem, *Sonnet 43*, by Elizabeth Barrett Browning.

In this poem Browning explores ideas about love. Write about the ways in which Browning presents love in this poem.

[15]

Remember your success criteria

Next lesson

(b) Choose **one** other poem from the anthology in which the poet also writes about love.

Compare the presentation of love in your chosen poem to the presentation of love in *Sonnet 43*. [25]

Decide which other poem you will write about for task 2 and revise all you have learnt about that poem. Use the planning sheet (slide 15) to help you begin to make comparisons.

WAGOLL 2 – making links

1. What does the student write about in the red box?
2. What does the student write about in the green box?
3. What does the student write about in the blue box?
4. What does the student write about in the purple box?
5. Which other skills do you notice in this essay?

What's the success criteria for task 2?

- Create a class success criteria for this task. Remember to keep a copy for blue sticker time.

Preparing for task 2

- Decide which other poem you will write about for task 2 and revise all you have learnt about that poem. Use the planning sheet (slide 15) to help you begin to make comparisons.

Planning for task 2

To plan for this task you need to think of at least 1 or 2 comparisons/links that you can make between your poems in each column of this table.

| The content of the poem | The language and structure used by the poet | The context of the poems |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SAME OR DIFFERENT? Think about:</p> <ul style="list-style-type: none">• The titles• The ideas in the poems• The setting of the poems• The end of the poems• The overall idea in the poem | <p>SAME OR DIFFERENT? Think about:</p> <ul style="list-style-type: none">• The structure and form of the poems• Any devices used by the poets. Eg oxymoron/personification/list/description/alliteration etc• The tone of the poem | <p>SAME OR DIFFERENT? Think about:</p> <ul style="list-style-type: none">• When the poem was written• The Literary heritage• The writers' backgrounds |
| <p>Your comparisons & quotes</p> | <p>Your comparisons & quotes</p> | <p>Your comparisons & quotes</p> |

Complete your preparations at home

ILT

Lesson 3

Task 2 - assessment

Task 2 – 40 mins

(b) Choose **one** other poem from the anthology in which the poet also writes about love.

Compare the presentation of love in your chosen poem to the presentation of nature in *Sonnet 43*.

[25]

You should have:

- Your copy of Sonnet 43 and your essay for task 1
- A list of all the anthology poems
- A writing scaffold

Remember the success criteria

110 Success Criteria

1. Include quotations
2. Give a summary of the poem at the beginning or end of your essay
3. Formal writing style
4. Show your understanding of the poem
5. Analyse language and structure
6. Use subject terminology
7. Show your knowledge of the context

What to do

1. Choose your second poem
2. Plan your essay, trying to remember quotes from the poem you have chosen.
3. Write your essay
4. Check your writing

Task 2 - Writing your response

This structure may help you

Intro

I have chosen to compare 'Sonnet 43' with the poem ' _____ ' because...

The poem _____ is about... (write a paragraph about your second poem choice)

Middle analysis

Write about 3 ways you link the poems. Try to cover theme & ideas/language & structure/context.

*Develop each link by **climbing the ladder***

Conclusion

In conclusion, overall the ideas that the poet presents about love in these poems is very similar /different...

Blue stickers

Look back at the success criteria for task 1 and task 2

1. Choose 3 of the success criteria that you think you did well and write in the WWW box.
2. Choose 1 of the criteria that you need to work on and write it in the EBI box
3. Your teacher will decide your green pen task