

Retrieval Phase



Retrieval Quiz/Low Stakes Quiz

Questions:	Answers:
1. What does the S stand for in SMILE for poetry analysis?	
2. How long should you spend writing your poetry answer in the exam?	
3. What does the M stand for in SMILE for poetry analysis?	
4. Is enjambment a language or structural feature of poetry?	
5. Which poem is about a Duke who was very jealous of his wife and had her killed?	

Retrieval Phase



Retrieval Quiz/Low Stakes Quiz	
Questions:	Answers:
1. What does the S stand for in SMILE for poetry analysis?	Structure
2. How long should you spend writing your poetry answer in the exam?	45 minutes.
3. What does the M stand for in SMILE for poetry analysis?	Meaning.
4. Is enjambment a language or structural feature of poetry?	Structure
5. Which poem is about a Duke who was very jealous of his wife and had her killed?	<i>My Last Duchess</i>

Can I prepare for paper 2 Literature exam by looking at how to compare effectively step by step?

- How confident am I about tackling the Power and Conflict Poetry exam?

33.333%

66.66%

100%

Academic Vocabulary:

- stanza
- Structure
- Prolepsis
- Persona
- speaker
- Volta
- Hyperbole
- Binary oppositon
- enjambment
- punctuation
- Antithesis
- Oxymoron
- caesura
- Motif
- ambiguity

- Contemporary audience
- rhyme
- Euphemism
- Derogatory language
- Patriarchal society
- Verb
- Noun
- Conflict
- Rondo
- anaphora
- Possessive determiner
- Analepsis
- perspective
- Voice
- poet

Remember to comment on the effect on the audience / reader when discussing any of the above points.

How you
will be
assessed-
the skills.

Assessment Objectives (AOs)

AO1 Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations. (12)

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.(12)

AO3 Show understanding of the relationships between texts and the contexts in which they were written. (6)

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (4 marks)

SPAG

A reminder of the
AOs!

The 4 stages of answering the question

- Read and annotate -1
- Plan and organise the comparison-2
- Write the WETTER paragraphs-3 (follow the suggested guide).
- Edit and check-4



Stage 1: Read and annotate the question.

- On the next slide there a list of things you should do at this stage in the first 5 minutes.
- Read the question and select key words.
- Annotate the poem with the question in mind. All your ideas must link back to the question.

Look at the *power and conflict poetry* Task - underline key words and instructions...

Things to do in the first 5 mins:

- Planning before writing:
- Which poem has been selected? What is the theme of the question? Read poem through again with the theme of the question in mind. Annotate ideas on the paper as you read through.
- Annotate the language and ideas related to the question. Make sure you hit A01 and 2.
- Look at the language and structure and how they have been used to create meaning- link to question.
- Circle short quotations that you will use from the poem.
- Choose another poem to compare it with linked to question.
- Link to context where appropriate.
- Use comparative connectives.
- Write down any short quotations that are relevant that you can remember about other poem you have chosen.
- **MAKE ALL IDEAS RELEVANT TO THE QUESTION. COMMENT ON THE EFFECT ON THE READER.**



Sample Question

-

Comparative connectives
will need to be used.

Theme of the
question

Compare how poets present the effects of conflict on people in 'Poppies' and in **one** other poem from 'Power and conflict'. 30 marks.

You choose the other
poem.

30 marks

Stage 2: Plan and organise the comparison.

- Think about how you will compare the poems and what similarities/differences you could discuss in relation to the question.
- A grid is often helpful. The SMILE grid is helpful because it helps to focus your attention on the mark scheme and the areas that will gain you marks.

An example of a SMILE planning grid is on the next slide for the question discussed.

Ideas about what to write:

Watch this example!

https://www.youtube.com/watch?v=f_DjLZSILAg

Poppies

- 1 perspective- the mother (effect of conflict on her after losing her son).
- Mother cannot move on.. Present tense- the conflict has taken her son.
- Irregular stanzas – mother's feelings which are still raw.
- Time does not heal the pain.

The other poem- I would choose 'Kamikaze' - you can choose any that fit the question.

- 2 perspectives – the pilot and the People
- The conflict in opinion ruins the pilot's life and relationships
- Regular stanzas represents strict Japanese constraints and the effect of this regime on the pilot.
- Time shows the effect of his actions on him and the community/
- Both poems have personas that are ruined by conflict and show the effect of conflict on family members.

Exemplar planning grid- use if it helps

	<i>Poppies</i>	<i>Kamikaze</i>
S		
M	The poem shows the effects of conflict / war on a mother who loses her son.	The poem shows the lasting effects of conflict /war on different generations of people and the scars that it leaves
I		
L		
E	The reader sympathises with the mother and can see how she is unable to move on as the loss has caused her to behave erratically	

Stage 3 – writing the WETTER paragraphs using this suggested structure.

- You should use the planning grid with your notes to create your points/answer the question.
- You should use the following structure:
 1. Intro- introduce both poems and link to the theme of the question
 2. Compare structure of poems and link this back to themes
 3. Compare ideas /meaning in both poems and link this back to the question.
 4. Compare the language devices /methods used by the poet in each poem and link this back to the question. (You may have lots to discuss here and write 2 paragraphs in some cases).
 5. Summarise the key ideas and messages in both poems in relation to the question and give a personal response to the poems and how they make you think feel about the topic /area of focus outlined in the question.

You will comment on the effect on the reader in each paragraph as you will use WETTER paragraphs.

Writer- A01

Evidence (analyse)- A01 and 2

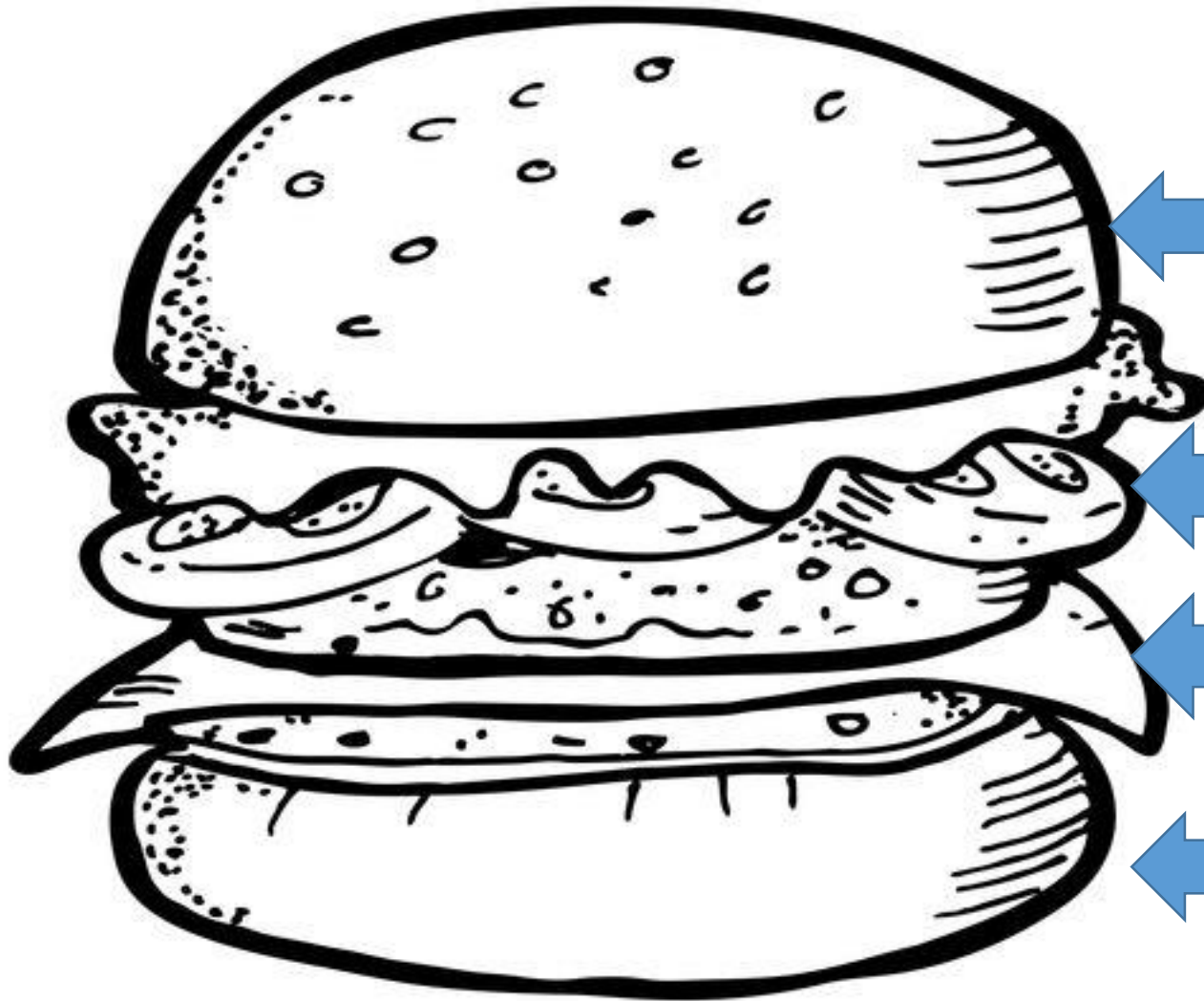
Technique A02

TerminologynA02

Effect A02

Reader response (refer back to key words in the question) A02 and 3 – link to context.

The 'WETTER' Paragraph Burger



Make a point about what the writer is trying to say, using a relevant quote, and method being used to put it across. (A01 and 2)

In-depth explanation of the quote, including close word focus. Possibly different interpretations of words. (A02)

Effect on the reader, including key words from the question, and reference to context (A02 and 3)

Stage 4: Editing and checking

- Once you have written your essay, you should end up with at least 4-5 WETTER paragraphs.
- You will need to check your work through to ensure you haven't missed anything out /that your work makes sense.

How you
will be
assessed-
the skills.

Assessment Objectives (AOs)

AO1 Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations. (12)

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.(12)

AO3 Show understanding of the relationships between texts and the contexts in which they were written. (6)

A reminder of the
AOs!

Deliberate Practice: Having a go at the question...

- Using the 4 stage plan, have a go at the question discussed previously.

Compare how poets present the effects of conflict on people in 'Poppies' and in one other poem from 'Power and conflict'

30 marks.

There are some model answers for other questions that you can look at to view the style and quality of writing that is expected – these can be found in the

Have you used the Academic Vocabulary?

- stanza
- Structure
- Prolepsis
- Persona
- speaker
- Volta
- Hyperbole
- Binary oppositon
- enjambment
- punctuation
- Antithesis
- Oxymoron
- caesura
- Motif
- ambiguity

- Contemporary audience
- rhyme
- Euphemism
- Derogatory language
- Patriarchal society
- Verb
- Noun
- Conflict
- Rondo
- anaphora
- Possessive determiner
- Analepsis
- perspective
- Voice
- poet

Remember to comment on the effect on the audience / reader when discussing any of the above points.

What the Chief Examiner says/ Top Tips:



- good answers explored the dramatic impact of this and the messages it gave to the audience
- show their understanding of methods and their effect (AO2).
- Merely identifying features is of limited interest and value.
- One particular issue regarding subject terminology was the often contrived use of parts of speech in discussing Shakespeare's language. Identifying verbs or nouns in the extracts rarely led to particularly fruitful analysis of Shakespeare's language. This was a situation exacerbated when such terms were used incorrectly.
- Able to select references from across the whole text –A01
- Stay focused on the question
- The same issue of identifying word classes, and incorrectly identifying word classes persisted in Section B, which tended to limit responses, rather than liberate students to discuss the meaning and effect of specific words and images.

CONTEXT

Reaching the top grades!

- Responses that were led by ideas, rather than a specific structure to the answer, were more likely to reach the highest levels of the mark scheme.
- Some examiners reported almost excessive use of quotations, as though students had learned lots of quotations and were determined to include them, whatever the focus of the answer. The skill is to choose the quotations that are apt, and use them to support an answer that explores the focus of the question. It is not about the number or length of quotations.

Can I prepare for paper 2 Literature exam by completing a walking talking mock session?

- How confident am I about tackling the exam now??

33.333%

66.66%

100%

Consolidation

- Write down in 50 words what the 4 stages are of planning /writing a poetry essay.
- How many paragraphs should you write?
- S
M
I
L
E
- Fill in the above to show what each letter represents in terms of analysing poetry.