

GCSE ENGLISH LITERATURE

Virtual communities

Facilitation pack

Published: Autumn 2022



Contents	Page
About this resource	4
Follow on pathways	5
Confidence checks	8
Planning for the future	10

About this resource

We know that your time is limited, so we've designed this resource to make it easy for you to share what you've learned from our virtual community event.

This resource will enable you to deliver your own CPD session for your colleagues and it includes activities and resources linked to the virtual community topics to:

- remind you of the topics covered during the event so you can brief colleagues or run a similar session with your team
- provide follow on activities and discussion areas for you and your team so the content can be taken further and applied or embedded in your school or college.

Resources available

- A copy of the PowerPoint from the meeting with notes for the presenter.
- Follow on pathways showing the topics covered during the meeting and ways to develop them.
- A pre and post meeting confidence check questionnaire to benchmark confidence of colleagues around the topic of your session.

We hope this gives you the opportunity to make the most of the time you invested in attending the event.

Follow on pathways

This section takes topics, discussion or activities from the virtual communities meeting and provides suggestions of areas for development and follow on activities you can do with your colleagues.

Activity 1

Dispelling myths about poetry

Discussion points:

- How do your students feel about the poetry element of the Literature qualification?
- How confident do you feel in delivering the poetry element of the qualification?
- What fears or misconceptions do you think the students have about the poetry element?
- What do you understand about the term 'ideas-based approach' to poetry?
- What methods do we use to engage students in the anthology poetry?

Activity 2

Helping to shift mindsets

Discussion points:

- Why is it pertinent to consider ideas before methods when studying poetry?
- Are students given enough opportunity to react to, wonder at, explore and link the poems studied at GCSE?
- How could we maximise the opportunities for students to react, wonder, explore and link?
- What is AO3?
- How could 'big ideas' be a more useful term than 'historical context'?
- How do we build student confidence around poetry and the ideas the poems contain?

Activity 3

Teaching the poetry cluster

Discussion point – sharing ideas and views from other delegates

- Consideration of how the poetry cluster is taught (single / whole unit vs drop-feeding intermittently throughout the course).
- How are poems linked with the other texts taught at GCSE?
- Sharing of ideas that have worked well elsewhere.

Activity 4

Links to prior learning

Curriculum mapping

- **Big Issue:**
 - Where does the curriculum offer opportunities for links to be made between ideas and texts and between English Language and English Literature?
 - Where could more links be developed?
 - How do the KS3 and KS4 curriculums links to allow students to build on prior learning?
 - Where does our curriculum allow students time to learn and understand key ideas, and to build confidence in exploring these?

Activity 5

Engaging with poetry

Example activity

- How can art be used to help students engage with poetry?
- Example activity: Caspar David Friedrich, *Wanderer Above the Sea of Fog*
 - What do you notice in the image?
 - Think about colours and placement; what tone is being portrayed?
 - Where does your focus lie?
 - How does the image make you feel?
 - Look specifically at the figure, what do you notice?
 - Is the art realistic?
 - Do you notice any motifs or symbolism?
 - What ideas do you think are being presented?
 - Why do you think things are being depicted in this way?
 - How can this be linked to the text we are studying?

Activity 6

Engaging with poetry

Discussion point: how can songs be used to build confidence and introduce big ideas in poetry?

- How might songs help students to engage with the ideas in the poems?
- Some examples follow; can you add any more?
 - Romantics: Stick it to the Man from School of Rock
 - Ozymandias: *Viva la Vida* Coldplay; *King of Kings* Motorhead
 - Charge of the Light Brigade: *Us and Them* Pink Floyd
 - Remains, War Photographer, Poppies: *Zombie* The Cranberries
 - Checking Out Me History: *Black Dave*

Activity 7

Engaging with poetry

Playing with Structure: Example activities

- **Deconstruction**

- Provide students with a deconstructed version of the poem and ask them to ‘think like a writer’ and reconstruct it in a way that they feel fits the narrative.
- Decisions should be made about structure, line breaks, order, etc and can be given without punctuation if you feel students are able to manage this.
- Students need to consider: **why this, now?**
- Reveal the original structure and offer opportunities to discuss and compare, considering the decisions a writer makes and how this links to the ideas in the text.

- **Story boards**

- Read out key moments in the poem and ask students to draw quick images that help them to retell the ‘story’ you are narrating.
- Perhaps best pre-reading so that the ideas come before the analysis.

- **Pivotal moments**

- Help students to know the text well by studying pivotal moments or the volta in the text.
- These can be used in discussion, sorting activities, deconstruction, etc to consider the effect of that moment at that time in that place.
- Students can consider ‘what if...?’ questions linked to the pivotal moments or volta to better understand why the text has been constructed in this way, as well as the ideas being conveyed.

Activity 8

Engaging with poetry

Current affairs

- How could current affair issues be used to enhance students’ understanding of poetry?
- Discussion point: consideration of which current affairs would be accessible and appropriate for students in our setting.

Confidence checks

Rate the area of development statements according to your confidence where 0 is not confident at all and 5 is very confident.

Before the meeting

	Rating	Reasons/notes
Objective 1 Dispelling myths about poetry. How confident am I in understanding the issues students face when studying poetry, and in dispelling myths that may affect confidence?		
Objective 2 Helping to shift mindsets How confident am I that my teaching helps students to enjoy the poetry we study and engage in the ideas presented?		
Objective 3 Ideas-based approach How confident am I in my understanding of an ideas-based approach, and my ability in using this as an effective teaching method?		
Objective 4 Resource Development How confident am I in trying new approaches and resources? Am I open to trying new methods?		
Objective 5 Curriculum Design How confident am I that our current curriculum design allows students time to build confidence in studying poetry, and opportunities for links?		

After the meeting:

	Rating	Reasons/notes
Objective 1 Dispelling myths about poetry. How confident am I in understanding the issues students face when studying poetry, and in dispelling myths that may affect confidence?		
Objective 2 Helping to shift mindsets How confident am I that my teaching helps students to enjoy the poetry we study and engage in the ideas presented?		
Objective 3 Ideas-based approach How confident am I in my understanding of an ideas-based approach, and my ability in using this as an effective teaching method?		
Objective 4 Resource Development How confident am I in trying new approaches and resources? Am I open to trying new methods?		
Objective 5 Curriculum Design How confident am I that our current curriculum design allows students time to build confidence in studying poetry, and opportunities for links?		

Planning for the future

Questions for consideration

- What areas have you identified as strengths using the confidence check?
- How might you develop these further?
- What areas have you identified as areas for development?
- How might you build confidence in these areas?
- How might some of the learning from the virtual community/CPD session impact your department?
- What changes could you make based on outcomes of the CPD session?

Notes

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

Tel: 0161 953 7504

Email: english-gcse@aca.org.uk

Twitter: [@AQAEnglish](https://twitter.com/AQAEnglish)

aca.org.uk