Learning Outcomes | Assessment Criteria
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1. Recognise the ways in which writers use form, structure and language to shape meanings within poetry | 1.1 Evaluate the devices used by writers to convey meaning in at least two poems
1.2 Analyse how these devices affect the reader’s response
2. Understand how judgements and opinions are informed by different interpretations of the text | 2.1 Within the context of an academic essay, articulate independent opinions and judgements using detailed reference to the text(s)
2.2 Take into account different interpretations of the texts by other readers
3. Understand the contexts in which poems are written and understood | 3.1 Evaluate the significance of cultural, historical and other contextual influences on the text(s) studied

Assessment Methodology
A 1000–1500 word comparative essay.

Grading of this Unit
The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the Subject
2. Application of Knowledge
5. Communication and Presentation
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.
Please note that the indicative content supplied below is intended as a suggested guide only. It is not meant to be a prescriptive, exhaustive or fully delivered content list.

1 Recognise the ways in which writers use form, structure and language to shape meanings within poetry

1.1 Evaluate the devices used by writers to convey meaning in a selection of at least poems

Overall approach to poems – description, meaning, analysis
Title
Form/verse pattern
Voice and tone
Effects – sound features, imagery
Range of different poetic techniques

1.2 Analyse how these devices affect the reader’s response

Effect of different features on meaning and emotion
Creation of response to sound features and patterning
Changes in tone, feeling or mood

2 Understand how judgements and opinions are informed by different interpretations of the text

2.1 Within the context of an academic essay, articulate independent opinions and judgements using detailed reference to the text(s)

Skills in reading a poem
Supporting judgements through close textual reference
Ability to construct an essay – different techniques for analysing a single poem, a group of poems or for comparing and contrasting two poems
Present the essay as a formal academic piece, including citation and referencing

2.2 Take into account different interpretations of the texts by other readers

Integrate different readings of poems, if available, into the body of the essay, balancing own views against others
Evaluation and referencing of critical views and analysis

3 Understand the contexts in which poems are written and understood

3.1 Evaluate the significance of cultural, historical and other contextual influences on the text(s) studied

Significance of contextual issues such as poets belonging to a self-identifying group, poets who are retrospectively classified into a group, historical issues such as the time in which a poet is writing (e.g. war poetry).
Reflection of whether factors such as biographical knowledge impact on the reading of the poem (for better or worse – do they close down the meaning of the poem or open up the meaning to deeper analysis?)