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International Education

Cambridge IGCSE / IGCSE (9-1) / O Level Literature in English

Teacher notes: Poetry AO3

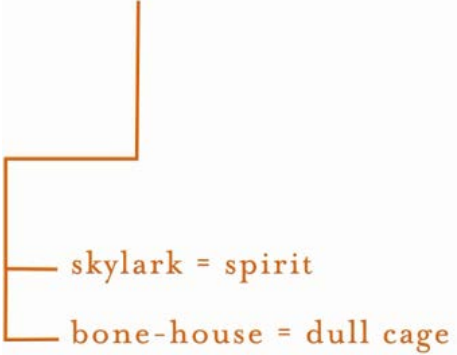
Note: These teacher notes accompany a video available on Resource Plus.

AO3: Analyse ways in which writers use language, structure and form to create meanings and achieve effects. Here are some notes to accompany the videos.

- Encourage learners to consider the impact and effect of language features, and not merely to identify them.
- The poem in this film has an extended metaphor relating to the caged skylark. It suggests something caged which should be free to sing. Could it be an **allegory** of the poet himself, or of sinful man? Notice the connection between AO1, AO2 and AO3. It is **language, structure and form** which help to identify the deeper meanings of a text, allowing an interpretation to go beyond surface meaning.
- Consider the relationship between structure and meaning in poems which your learners are studying.
- Consider the effects of rhythm on tone and on mood. **Tone** is the music of the poem, how we hear it, and **mood** the effect which this has on the reader, what it makes us feel.
- Then look more at individual words and groups of words, such as **alliterative** patterns (word beginning with the same letter) and other patterns of repetition which link words, or contrasts (or **juxtaposition**) of images or connotations. There are many rhyme patterns in Hopkins's 'The Caged Skylark': the two **quatrains** (4 -line sections) which make up the **octave** (8-line section) in the sonnet repeats the same rhyme sounds. Similarly the two **tercets** (3-line sections) which make up the **sestet** (6-line section) also repeat the same rhymes. This could be demonstrated to learners. Similarly, there are more patterns of **alliteration** than those briefly illustrated in the film.
- Hopkins uses a specific form of metre called 'sprung rhythm'. However, in most English poetry the pattern of strong and weak **stresses** puts emphasis on certain words and syllables. What is the effect of this in poems your learners are studying?
- Remember that variations to rhythms and patterns, when the poet breaks the rules, are often more important than the rules themselves. **Allusions** are the references poets often make to other poems, or to other ideas beyond the poem itself. Exploring language and form helps a deeper understanding of poetic texts.

Visuals	Notes
POETRY AO3 "Recognise and appreciate ways in which writers use LANGUAGE, STRUCTURE and FORM to create and shape meanings and effects."	Assessment objective 3 requires learners to 'recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects'. Note the word 'appreciate', which implies critical engagement and evaluation of how the text works. AO3 does <i>not</i> ask you to look at language, structure and form in isolation. It is the commentary on how language contributes to 'meanings and effects' which counts here. How does the poet's use of language, structure and form lead us towards particular thoughts or feelings? 'Meanings and effects' suggests that there is more than one meaning for a text, and the language, structure and form of the poem make that meaning. The word 'effects' does not just mean listing the literary effects which writers use. 'Effects' implies that words have an effect on the reader, so AO3 is closely related to AO4 (personal response).
 	Let's look at 'The Caged Skylark' by Gerard Manley Hopkins as an example. The title tells you this poem is about a caged songbird, but this is not to be understood literally. You can't put a skylark in a cage, so this is a metaphor, or possibly an allegory, for something which is trapped and should be free. This poem needs to be heard as well as read, as it depends just as much on its music - its various sound effects - as its images or pictures. There are a couple of things to notice. Firstly, the poem is 14 lines long, so it is a sonnet, and is divided into eight lines - the octave - and six lines - the sestet. Secondly, there is rhyme. Only four rhymes which reinforce that division into octave and sestet, and make it clear that the poem changes direction after line eight.

Visuals	Notes
THE CAGED SKYLARK <i>Gerard Manley Hopkins</i> 1 As a dare-gale skylark scanted in a dull cage, — Man's mounting spirit in his bone-house, mean house, dwells — That bird beyond the remembering his free fells; This in drudgery, day-labouring-out life's age. Though aloft on turf or perch or poor low stage Both sing sometimes the sweetest, sweetest spells, Yet both droop deadly sometimes in their cells Or wring their barriers in bursts of fear or rage. — Not that the sweet-fowl, song-fowl, needs no rest — Why, hear him, hear him babble & drop down to his nest, But his own nest, wild nest, no prison. Man's spirit will be flesh-bound, when found at best, But uncumbered: meadow-down is not distressed 14 For a rainbow footing it nor he for his bones risen. — <i>Octave</i> <i>Sestet</i>	
As a dare-gale skylark scanted in a dull cage, Man's mounting spirit in his bone-house, mean house, dwells — That bird beyond the remembering his free fells; This in drudgery, day-labouring-out life's age. Though aloft on turf or perch or poor low stage Both sing sometimes the sweetest, sweetest spells, Yet both droop deadly sometimes in their cells Or wring their barriers in bursts of fear or rage.	There is a lot of alliteration. Often more than one word in the same line begins with the same letter and so has a similar sound. When you pay attention to rhymes, sound effects, line endings and the stress of the poem, you have its rhythm. As in most poems, rhythm is an important part of the effect, which is why it needs to be heard and read aloud.
As a dare-gale skylark scanted in a dull cage Simile?	It is usually a good idea to consider the structure and patterns of a poem before writing about its language. You need to appreciate this before considering the details of the poem. How does language 'create and shape' a powerful opening here? Notice the contrast between 'dare-gale' which sounds so exciting and 'dull cage'. How does the alliteration reinforce that? What about 'skylark scanted'? What does that suggest has happened to the bird if we imagine it caged? The word 'scanted' suggests something is missing. Notice the difference in rhythm between the first half of the line, and the bare monosyllables at the end.

Visuals	Notes
 skylark = spirit bone-house = dull cage	And what about the word 'as'? It suggests the whole line is a simile, so we need to look out for a comparison. This tells us the skylark resembles the human spirit. If the human spirit is the skylark, the 'bone-house' is the 'dull cage'.
	Here is another contrast, sometimes called a juxtaposition. The spirit is 'mounting', so like the bird it wants to climb and soar. A bone-house sounds like a tomb, and a 'mean house' like a slum, but in contrast to the spirit, here the poet must be describing the body. Think about the effect of talking about the body in this way. Does it remind us of our own mortality? And what are the things about having a body which can make the spirit mean?
'sprung rhythm' [NOUN] <i>1. A poetic meter approximating speech, each foot having one stressed syllable followed by a varying number of unstressed ones.</i>	In Hopkins' poetry, it isn't just imagery which makes an impact on the reader. He also uses rhythm, based on what we call 'stress'. In particular, Hopkins used a technique called 'sprung rhythm'. Instead of the iambic rhythms familiar from English poetry such as Shakespeare's plays, he would put strong stresses together. 'This in drudgery, day- labouring-out life's age' When you say this line, you stress the syllables in bold. Notice how the line begins iambic, alternating weak and strong stresses, and he then puts strong stresses next to each other, by using long vowel sounds ('a' and 'i') which you have to put an emphasis on. Notice the stress on

Visuals	Notes
	'day labour' and 'life's age'. Think about what this makes you feel about everyday human life, trapped in the material body instead of in the freedom of the spirit. It provides further illustration of that comparison to a songbird trapped in a cage, and shows how we can sometimes feel trapped in our everyday lives.
	In 'The Caged Skylark', Hopkins is clearly not just writing about a bird, but about human feelings. He describes a spirit which feels trapped in the material world, and the human body, and wants to be free to express itself and find its own 'wild nest'.
	A very strict verse form – the Petrarchan or Italian sonnet originally used for love poetry – may be an appropriate way to express a feeling of being trapped. But look at how Hopkins tries to escape from tight forms by breaking the rules, using alliteration and sprung rhythm, and notice the enjambment (run-on lines) in the final lines and the lack of punctuation. There is a clear change of mood, as well as rhyme in the sestet. This is called a volta or turn, and it is stressed by repeated negation: 'not', 'no rest', 'no prison', 'not distressed', 'nor he'. Finally 'risen' is rhymed with 'no prison' to suggest an alternative to the images of being trapped or caged yet longing to sing. Freedom and a 'risen' spirit are strongly linked. The allusions are to nature as well as religion to suggest a spiritual alternative for you, as the reader, to interpret to fit your emotions and beliefs.

Here are some words which you may want to check your understanding of:

Your notes	
metaphor	
allegory	
Sonnet	
Sestet	
tercet	
rhyme	
alliteration	
juxtaposition	
sprung rhythm	
iambic	
allusions	