

IAL Language Unit 1 Section A Teaching Notes

Resources:

1. SB exemplars Section A
2. Source Booklet (texts) and Marking Grid

Adapted from:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/A-Level-Paper-1-Section-A-Exemplars-Pack.pdf> [QP and Source Booklet]

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/Specification%20and%20sample%20assessment/AS-EnglishLanguage-SAMs.pdf> [adapted table: mode, field, function, etc]

<http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/english-language/2015/specification-and-sample-assessments/IAL-English-Language-Collation-SAM.pdf> [marking grid and AOs; use of indicative content]

The materials here are taken and adapted from the (2015) GCE A Level English Language 'Paper 1, Section A – Individual Variation student exemplar 'pack, with reference to the SAMS (question paper, and Indicative Content pps 31-32) and the IAL GCE A Level English Language SAMS marking grid.

The adapted resources may be used for general teaching of the types of texts and approach methods, general commentary writing development, and/or exam practice as appropriate. The teacher may wish to use all or some of the exemplars in part or whole as needed, and may use and adapt all of the material for small group, pair or individual work.

Example lesson/lesson material use:

- Students read the questions and texts in the Source Booklet as directed by the teacher and as a group discuss initial responses. Briefly discuss AOs and grid. Record as a mind map/list of items as 'key language areas to consider'
- Teacher directs students to exemplar responses by question. Individuals in pairs or as small groups discuss the exemplar response and marker comments. Briefly discuss AOs and grid.
- Students transfer their 'key areas to consider' into the table as identified from the exemplar responses, then 're' mark the exemplar response, note (record and explain) how the scripts cover these key areas. Compare with other pairs/groups etc. Feedback to class.

Follow up/continuation:

- Individual/pair work on planning own response to question using a fresh grid. Record and develop as spider diagram from this (for example) and discuss/explore in pairs/group. Plan and write essay.
- Using the marking grid, other individuals/pairs 'mark' the essays, and develop their own Indicative Content (i.e. develop other examples/other considerations) and award marks and levels. Discuss and feedback to all.