

IAL Literature Unit 3 Prose Exemplar Pack Teaching Notes

Resources:

1. Student Book exemplars
2. International A Level Sample Assessment Materials and Indicative Content

Taken and adapted from:

The materials here are taken and adapted from the (2015) GCE A Level English Literature 'paper 2: Prose student exemplar responses' pack, with reference to the IAL English SAMS (question paper) and the GCE A Level English Literature SAMS question paper and indicative content.

http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/teaching-and-learning-materials/Prose_exemplars_pack.pdf ['Exemplar Responses: A level paper 2 (Prose)'; Responses A & B]

<http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/english-literature/2015/specification-and-sample-assessments/IAL-English-Literature-Collation-SAM.pdf> [Prompts to IC and use of marking grid]

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/Specification%20and%20sample%20assessments/A-level-Literature-SAM.pdf> [Original questions, prompts to IC]

The adapted resources may be used for general teaching of the poems for the IAL Unit 3 'Prose themes and texts' (Section B), 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 as directed by the teacher and as a group discuss initial responses. Record as a mind map/ list of items as 'key 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.
- Students transfer their 'key areas to consider' into the table, then 're' mark exemplar response and note (record and explain) how the scripts cover these key areas. Compare with other pairs/groups etc. Feedback to class.

How does the script cover key areas:	Shelley	Atwood
e.g. Use of narrators - reliable?		
e.g. Use of (narrative) devices		
e.g Use of character/ characterization		
e.g Use of language and imagery		
e.g.		
Contexts: type and how revealed		

Follow up/continuation:

- Individual/pair work on planning own response to SAMS question for the theme and texts. Record as spider diagram (for example) and discuss/explore in pairs/group. Plan and write essay.
- Using the SAMS Indicative Content and grids, other individuals/pairs 'mark' the essays, against the SAMS Mark Scheme Indicative Content (i.e. develop other examples/other considerations) and award marks and levels. Discuss and feedback to all.