

IAL Literature Unit 1 Poetry Exemplar Pack Teaching Notes

1. Question Paper Shapcott
2. Sample Assessment Materials and exemplars
3. Shapcott Mark Scheme

The materials here are taken and adapted from the (2015) GCE A Level English Literature 'paper 3, Section A – Contemporary poetry student exemplar responses' pack, 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/Contemporary_poetry_exemplars_pack.pdf [Exemplar Responses: A level paper 3 (Poetry) Section A – contemporary poetry'; Response E]

<http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/english-literature/2015/specification-and-sample-assessments/IAL-English-Literature-Collation-SAM.pdf> [Use of question structure, also Marking Grid p19]

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/Specification%20and%20sample%20assessments/A-level-Literature-SAM.pdf> ['Sample Assessment Materials Pearson Edexcel Level 3 Advanced GCE in English Literature (9ET0)': Shapcott in Source Booklet, original question and adapted IC comments]

Shapcott and Thorpe poems in: *Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011*.

The adapted resources may be used for general teaching of the poems for the IAL Unit 3 'Post 1900 unprepared poetry' Section A, general commentary writing development, and/or exam practice for unseen pieces. The teacher may wish to use all or some of the exemplars in part or whole as appropriate, and may use and adapt all of the material for small group, pair or individual work.

Example lesson/lesson material use:

- Students read the Shapcott text in 'Sample Assessment Materials and exemplars', and re-read the Thorpe and O'Driscoll poem in the Anthology. Discuss initial responses.
- Teacher directs students to exemplar responses, question (individual/pairs/small groups). Discuss exemplar responses and marker comments.
- Students 're' mark exemplar response and note (record and explain) how the scripts cover 'three key areas'. Compare with other pairs/groups etc. Feedback to class.

How does the script cover:	Shapcott	Thorpe
Development of themes		
Use of language and imagery		
Use of other poetic techniques		

Follow up/continuation:

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