

Cambridge Secondary 2

## Scheme of Work

# Cambridge IGCSE<sup>®</sup> (9–1) First Language English **0627**

For examination from 2017



**CAMBRIDGE**  
International Examinations

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## Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (%)
1: Developing reading skills	20–30% of time allocated
2: Developing writing skills	
3: Developing speaking and listening skills	
4: Exploring and explaining how writers achieve effects and influence readers	30–40% of time allocated
5: Analysing and evaluating	
6: Selecting and synthesising	
7: Comparing writers' approaches	
8: Directed writing	30–40% of time allocated
9: Composition writing	
10: Planning, drafting and editing	

## Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, is listed at **[www.cie.org.uk](http://www.cie.org.uk)**

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.

## Teacher Support

Teacher Support **<https://teachers.cie.org.uk>** is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on Teacher Support at **<https://teachers.cie.org.uk>**. If you are unable to use Microsoft Word you can download Open Office free of charge from **[www.openoffice.org](http://www.openoffice.org)**

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

## How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge IGCSE (9–1) First Language English 0627 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

**Learning objectives** help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'.

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
A01: R1	Reading for gist	<p><b>Skimming texts</b></p> <p>Learners read/hear unseen, short texts/extracts from a range of nineteenth, twentieth and twenty-first century texts of increasing complexity/challenge within a time limit. Learners identify main points/general meaning/purpose and feedback. Who? What? When? Where?</p> <p>In groups or pairs, learners identify key facts about a text they have just heard read to them and agree as a class questions that need asking to establish the gist of a text. Teacher gives individual texts to learners to read quickly to themselves and give oral feedback to their group of the main points which they need to note down. (These texts can be differentiated by difficulty) Groups then answer true/false questions as a team using notes only.</p> <p><b>Extension activities:</b></p> <p>Consider <b>How?</b> (style/structure/form) and <b>Why?</b> (purpose/audience) for any texts considered in addition to who, what, where and when</p> <p>Design true/false or multiple choice questions, modelled by teacher initially, then set by learners themselves over a range of texts to 'test' other learners' grasp of the gist (learners work on different texts accord to ability).</p>
<p><b>Past and specimen papers</b></p> <p>Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a> (F)</p>		

**Extension activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

**Past Papers, Specimen Papers and Mark Schemes** are available for you to download at: <https://teachers.cie.org.uk>

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

## 1: Developing reading skills

Syllabus ref.	Learning objectives	Suggested teaching activities
A01: R1	Reading for gist	<p><b>Skimming texts</b> Learners read/hear unseen, short texts/extracts from a range of nineteenth, twentieth and twenty-first century texts of increasing complexity/challenge within a time limit. Learners identify main points/general meaning/purpose and feedback.</p> <p><b>Who? What? When? Where?</b> In groups or pairs, learners identify key facts about a text they have just heard read to them and agree as a class questions that need asking to establish the gist of a text. Teacher gives individual texts to learners to read quickly to themselves and give oral feedback to their group of the main points which they need to note down. (These texts can be differentiated by difficulty) Groups then answer true/false questions as a team using notes only.</p> <p><b>Part of the picture</b> Learners are given something of the gist of one or more text(s), e.g. who/what, and identify it from a range of text options on a similar subject/theme.</p> <p>Use self-contained short passages from autobiographies, short stories and novels.</p> <p>Find texts from newspapers and magazines explaining ideas and presenting arguments or reviews, such as:  <a href="#">Major dam projects in the Himalayas put the natural environment at risk</a>  <a href="http://www.theguardian.com/travel/2013/may/24/trekking-in-the-himalayas-nepal-everest">www.theguardian.com/travel/2013/may/24/trekking-in-the-himalayas-nepal-everest</a>  <a href="#">Hillary's Everest diary entry for 29 May - Auckland Museum</a>  <a href="#">India's energy crisis.</a>  <a href="#">Edmund Kean's Iago</a> – A contemporary review of Mr. Kean's performance of Iago at Drury Lane in 1814; includes a detailed analysis of the character of Iago.  <a href="#">Edmund Kean's Romeo</a> – A contemporary critique of Mr. Kean's performance of Romeo at Drury Lane in 1815.</p> <p><b>Five minute film choice</b> Learners are given plot outlines/reviews of five films and read for gist to decide which two most appeal. Learners watch a section of the two films and consider how useful the outline was in giving a flavour of the film.</p> <p>Images taken from storyboards of films (available online, e.g. <a href="http://flavorwire.com/349534/awesome-storyboards-">http://flavorwire.com/349534/awesome-storyboards-</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#">from-15-of-your-favorite-films</a>) alongside an extract from the book version. Reviews from online sites e.g. <a href="http://www.filmsite.org/allfilms.html">www.filmsite.org/allfilms.html</a></p> <p><b>Yes/No</b> Learners are given the words only (collapsed text) from range of informative texts/discursive articles, and identify which could be useful to read if in a particular given circumstance, e.g. going to university/learning to drive/going on holiday abroad/planning a gap year/applying for first job/looking for work experience/researching Victorian life. After reading the full version of the text, learners then write an email/note to explain the gist of the piece to a 'friend' in the given circumstance.</p> <p><a href="#">Collapser - English and ICT</a></p> <p><a href="http://www.gapyear.com/articles/232877/a-seven-day-guide-to-settling-in-abroad">www.gapyear.com/articles/232877/a-seven-day-guide-to-settling-in-abroad</a></p> <p><b>Mind map</b> Learners are given the 'subject' in the centre and the framework of mind map with key words included, and listen to a text and make notes under those headings. Learners are then given the article to check what they missed and add notes in a second colour.</p> <p><b>Getting the gist</b> Learners are given sections of texts, and predict gist or match two/more texts given the gist from each and each text cut up and mixed. Sections typically might include the first paragraph, last paragraph and topic sentences from paragraphs as well as less useful sections/details. Learners reconstruct text and in doing so identify which parts of a text are most helpful in establishing the gist. (Differentiate according to information offered/relative similarities of texts.).</p> <p><b>Match illustrations</b> Before answering detailed comprehension questions on a short story/extract, learners read it quickly for gist, and then match (sections of) text(s) to pictures/images taken from film/illustrated versions that suggest/summarise what happens in the story, e.g. a selection of extracts from <i>Lamb's Tales</i> from Shakespeare are compared and matched where appropriate to illustrations without captions. (<i>A Midsummer Night's Dream</i> – Bottom and the fairies, <i>A Winter's Tale</i> – Paulina drawing back the curtain.)</p> <p><a href="#">Tales from Shakespeare, by Charles and Mary Lamb</a></p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/7/7e/Scenes_from_Pride_and_Prejudice.png">http://upload.wikimedia.org/wikipedia/commons/7/7e/Scenes from Pride and Prejudice.png</a></p> <p><a href="#">A Christmas Carol, by Charles Dickens - Project Gutenberg</a></p> <p><a href="#">The Adventures of Tom Sawyer (Classic Illustrated Edition ...)</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Suitable graphic novels chosen from online collections : <a href="http://flavorwire.com/70830/graphic-content-10-literary-classics-made-better-as-comic-books">http://flavorwire.com/70830/graphic-content-10-literary-classics-made-better-as-comic-books</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Consider <b>How?</b> (style/structure/form) and <b>Why?</b> (purpose/audience) for any texts considered in addition to who, what, where and when.</li> <li>• Design true/false or multiple choice questions, modelled by teacher initially, then set by learners themselves over a range of texts to ‘test’ other learners’ grasp of the gist (learners work on different texts accord to ability).</li> <li>• Investigate reading strategies. Learners experiment using groups within their own class/year below to investigate differing approaches to texts and consider the results, e.g. half of the class/group are given a whole text to read first for gist. The text is then read out in sections to whole class/group with each section followed by a question. Learners compare outcomes. Further factors can be altered/added to the experiment to explore reading strategies further, e.g. adding in the reading of questions before/after hearing text, answering questions without looking back at the text, and so on.</li> <li>• Match texts with a category ‘Most likely to be’.Learners make initial judgements about the likely context for (extracts of) texts, e.g. which would be most likely to have been written in nineteenth century/found in a newspaper.</li> <li>• Sort a wide range of texts into groups of texts, e.g. with similar themes/topics.</li> <li>• Learners identify and present, e.g. as short slideshow, talk or display, a list of strategies used for getting the gist of a text.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• prediction strategies – titles/first lines</li> <li>• skimming strategies</li> <li>• when/why people might need to read for gist</li> <li>• range of texts/purposes</li> <li>• explicit/implicit ideas and information.</li> </ul>
AO1: R1 R3	Reading for detail	<p><b>Scanning texts</b> Learners scan texts for key words or phrases to identify and consider the nature of details included in texts.</p> <p>News reports – same general topic <a href="#">Happy Birthday Channel Tunnel - Daily Express</a></p> <p><b>Text detectives</b> Learners scan a series of articles related to a reported occasion to highlight one type of detail offered, e.g. significant dates/famous people named/statistics.</p> <p><a href="#">This week in 1875: the Channel Tunnel - The Engineer</a></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#"><u>1994: President and Queen open Chunnel - BBC News</u></a></p> <p><a href="#"><u>The Channel Tunnel at 20: how its opening was reported in...</u></a></p> <p><b>Take away the detail</b> Learners underline the supporting details in a text and identify those which could be removed without altering the basic story or argument.</p> <p><b>Spot the difference</b> Having made notes of gist from one/more texts, learners re-read text and say what they noticed on the second reading that they had overlooked on the first.</p> <p><b>Listen and recall</b> Learners listen to a reading of a short text and then say what they remember about it. (They are likely to remember significant details, e.g. names, imagery and statistics.)</p> <p><b>Learning resources</b> First chapter of a novel/introduction of a character.</p> <p><b>Case solving activity – role- play</b> Learners are given information about a problem/‘crime’, and decide what information they would need to know to solve it. They are given texts to skim and interrogate for ‘evidence’. Alternatively, learners are given the texts initially and fed snippets of information concerning the precise nature of the problem. Learners scan a selection of (online) texts to identify most useful article(s) to read further to solve problem.</p> <p><a href="#"><u>The Big Scan game - BBC</u></a></p> <p><a href="#"><u>The Adventures of Sherlock Holmes</u></a></p> <p><b>Extension activities:</b> Investigate texts. Learners are given extract(s) of literary text(s), and find the details in the text that might be useful as evidence to judge a character. Then given the character outline to consider, learners review their evidence/details to see which details were significant/whether there were others they missed, e.g. Jerry Cruncher (<i>A Tale of Two Cities</i>) supplements his income by working as a ‘Resurrection-Man,’ digging up dead bodies by night and selling them to scientists. Significant detail includes cleaning boots, looking like he has ‘been up all night’, ‘honest businessman’ and so on).</p> <p><b>Further discussion and feedback:</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• exploration of what would be lost without underlined/highlighted detail in text(s)</li> <li>• when/why people might need to scan texts</li> <li>• scanning for explicit/implicit ideas.</li> </ul> <p><a href="http://www.sparknotes.com/nofear/lit/a-tale-of-two-cities/book-2-chapter-1-five-years-later/page_4.html">www.sparknotes.com/nofear/lit/a-tale-of-two-cities/book-2-chapter-1-five-years-later/page_4.html</a></p>
AO1: R1 R3 R5	Reading for specific ideas and information	<p><b>Scan a selection of texts to identify/retrieve key information – for a given purpose/audience</b></p> <p><b>Agony Aunt activity</b> Learners are given a selection of related texts, each dealing with a subject of particular interest/concern, and they highlight (or cut and paste) specific ideas from them to offer as tips for a friend wishing to avoid particular problems. Alternatively, learners select and draw up a ‘list of things you should know’ – or warnings of things that might go wrong – for anyone writing in to Agony Aunt for advice on whether they should go ahead with something or not.</p> <p>Online texts identified through search engines for given subject, e.g. <a href="#">Finding the root of the problem with hair extensions</a></p> <p><a href="#">Hair extensions 'should be banned' - BBC Newsbeat</a></p> <p><b>Planning itineraries</b> Learners are given a range of texts offering information about an area. They are asked to identify relevant activities for a given person in a given situation. For example, information might concern local clubs for boys and girls of different age groups and/or local attractions and places to visit. Learners might identify which activities are open to a particular child and draw up a timetable outlining what they can do when. (Differentiate by complexity of texts, detail and criteria).</p> <p>Use leaflets/local flyers/websites of local activity groups.</p> <p><b>For and against/then and now</b> Learners read examples of text(s) and categorise arguments/ideas/details into contrasting columns, e.g. in balanced discursive pieces for and against/in reflective descriptions – present and past.</p> <p>Class novels – literature texts/films/TV dramas.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Revisit material to consider which activities would be available for different family members (varying ages, availability, etc.) and/or take account of updated information concerning the original individual, e.g. doesn't like heights.</li> <li>• Oral explanations to class of what one of the chosen activities involves – possibly an activity learners might be</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>interested in doing themselves.</p> <ul style="list-style-type: none"> <li>Listen to or read an extract from a novel/watch an episode involving more than one storyline, then in groups agree an explanation of what happened only in relation to a specified character or plot line.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>presentation of key ideas/details for readers</li> <li>retrieval of ideas and information versus cut and paste</li> <li>interpretation of information and details and presenting a case.</li> </ul> <p>Possibility of cross-curricular link here, e.g. using relevant articles/texts from study in other subject areas.</p>
AO1: R1 R4	Reading for vocabulary, register and style	<p>Learners <b>examine</b> a selection of (increasingly challenging) texts to identify, and work to understand, new/unfamiliar vocabulary and consider how precise use of vocabulary contributes to register and style.</p> <p>Use short descriptive texts.</p> <p>Gap-fill and matching exercises (Note: these can be created using software).</p> <p><b>Same story, different readers</b> Using an extract from a version of a familiar story, learners identify which words they feel an improving reader/young child might find most challenging to understand. Learners then compare the original with a simplified/updated version of the text and consider the changes made.</p> <p><b>Decoding ‘difficult’ words (without a dictionary)</b> Learners are given a passage containing some unfamiliar words (not more than 10) to underline as they read. They work out the probable meanings from:</p> <ol style="list-style-type: none"> <li>similarity to known words</li> <li>similarity to words in other known languages</li> <li>contextual clues</li> <li>breaking down words into syllables (including prefixes and suffixes).</li> </ol> <p>Using a dictionary to confirm, learners record new words, giving synonyms or paraphrases. Learners use the new words in a sentence to illustrate and reinforce the understanding of meaning.</p> <p><b>Scan challenge</b> Learners scan the front page of a newspaper for up to 10 words they don’t know or think others might not know. Using a dictionary they look up and record the definition – pairs/groups then challenge others to work out the definition of the word(s).</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Offer learners possible alternative definitions from which the correct one has to be selected in the context of the piece.</li> <li>• Matching exercises where learners pair up new words and their definitions from a pool of choices.</li> <li>• Adapt texts/sections of text for a younger audience and/or a more modern/less expert audience.</li> <li>• Consider one or more ‘expert’ texts, e.g. literary analysis of a poem/article for a medical journal/technical guide in order to identify specialist vocabulary/jargon used and consider intended audience/purpose.</li> <li>• Complete cloze (gap- fill) exercises with unknown/unfamiliar words removed. Learners are told the missing words after they have provided their own, and can compare them. (Alternatively, the new words can be given at the bottom of the exercise and learners must decide which gap they fill.)</li> <li>• Study two texts which are the same genre and have similar content but different registers, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher. Learners make notes and give feedback on differences of vocabulary, grammar and sentence structure.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• changes made to texts other than vocabulary when adapting with a specific audience in mind</li> <li>• consider/research vocabulary in terms of language change and variety</li> <li>• revisit/extend relevant subject terminology.</li> </ul>
AO1: R1 R2	Reading for audience and purpose	<p><b>Categorising and exploring</b> a range of text(s) and text types to establish purpose/intended effect on the reader, and how this determines style and structure.</p> <p>Exemplars from the departmental (electronic) portfolio of the different relevant genres and time periods for this syllabus. Extracts and texts available online.</p> <p><a href="http://www.theguardian.com/science/2008/feb/09/darwin.introduction">www.theguardian.com/science/2008/feb/09/darwin.introduction</a></p> <p><a href="#">The Story of My Life. - Digital Library Project</a></p> <p><a href="#">Text of J.K. Rowling's speech   Harvard Gazette</a></p> <p><b>Triangle texts</b></p> <p>Learners are given three texts, e.g. a leaflet for teenagers (informative), a political speech (persuasive) and a charity letter (appeal) to discuss in small groups. They fill out a graphic organiser with one point of a triangle for each text to indicate what the purpose and intended audience is for each text. Inside the triangle, learners answer the question ‘How can we tell?’ indicating the nature of the evidence (‘clues’) they used to establish audience and purpose.</p> <p>During feedback, learners agree a list of ‘the kind of evidence we might look for’ when evaluating a text in this way and apply the list to a text with a known purpose and audience to test/refine the checklist further.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Language trawl</b> Learners undertake to create a class/group resource. For example, learners are invited to find at least three texts which they feel have different purposes/intended audiences. Texts are then grouped into sets of texts with similarities and differences, contrasts noted and recorded, e.g. using a Venn diagram. Texts identified can be retained to use as a resource for later activities during the course.</p> <p>(Differentiate through groupings and interrogation of texts specified. At a basic level learners might be asked just to identify audience and/or purpose, extending to identify and explain features/examples of deliberate language choice and how those ideas are being communicated as appropriate.)</p> <p>Texts identified by learners wherever possible e.g. those around them in their everyday lives – perhaps in school/their locality, alongside those available from other sources, e.g. through national or international internet search/family members.</p> <p><b>Where is the reader?</b></p> <ul style="list-style-type: none"> <li>Learners are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as literary fiction, guide book extract, holiday brochure and a letter to a relative. For each text, they identify the ways in which the reader is positioned and the emotions which are evoked, supporting by reference to language choice. For example, alongside the text, they might list (or draw/demonstrate with facial expression) what they think is the intended thought, emotion or reaction from reader at that point – intrigued/curious outraged sympathetic, etc. Learners discuss their analysis of how reader's reactions are being shaped in each text.</li> </ul> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Consider examples drawn from a range of text types to identify when, why and which texts use imagery.</li> <li>Follow up discussions with (online) research from text books/guides dealing with the idea of reader positioning to extend and refine their ideas further.</li> <li>Rewrite a procedural/instructional text for radio programme.</li> <li>Write reader reactions as a scripted dialogue (text says...reader says, etc.).</li> </ul> <p><a href="http://www.readerpositioning.com">Reader Positioning - john-w.com</a></p> <p><a href="http://www.insightpublications.com.au/.../Persuasive-Language-in-Media-Texts...">www.insightpublications.com.au/.../Persuasive-Language-in-Media-Texts...</a></p> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>application of checklist(s) to own (shared) writing</li> <li>redraft a studied text for a different audience/purpose altering only the features on the checklist, then reviewing other changes necessary and refining checklist further</li> <li>presentation to class of research findings/analysis of text sourced independently.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#">BBC - GCSE Bitesize: Genre, audience, purpose and style ...</a></p> <p><a href="#">Classroom Activity: Identifying Purpose and Audience</a></p>
AO1: R1 R2 R3	Reading for voice, persona and tone	<p>Learners study short extracts – a diary entry, science article, news report – to <b>collect evidence of the writer’s presence</b>, (voice/tone/persona) to consider how subjective or objective, how reflective or factual the text is.</p> <p>Suitable texts can be found online or in news media or reference books as well as in the openings of short stories or novels, biographies and autobiographies.</p> <p>E.g., newspaper reports available online at: <a href="http://www.onlinenewspapers.com/">www.onlinenewspapers.com/</a></p> <p><b>Keeping a tally sheet</b> Learners collect statistics/make notes on each of a range of texts and then assign scores according to given criteria. Scores are then discussed in relation to specific examples from the texts, ahead of further, more detailed work on one or more of the texts. Criteria for scoring might include:</p> <ul style="list-style-type: none"> <li>• giving a score of 0 to 5 for strength of voice and how this relates to the genre</li> <li>• identifying the frequency of active/passive voice</li> <li>• identifying ratio of facts to opinions</li> <li>• tally of explicit versus implicit ideas.</li> </ul> <p><b>Role-play the different ‘voices’ in an extract</b> Learners identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrase, suggestion of general/public opinion) and prepare short, extended improvisations to represent those ‘voices’.</p> <p>Learners watch and discuss the improvisations, considering them in terms of the evidence in the text and identify which voices the writer might agree with/be seen as sympathetic towards.</p> <p>Suitable texts can be found online or in news media or reference books as well as in the openings of short stories or novels, biographies and autobiographies.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Repeat the analysis for one or more independently sourced text(s), e.g. work in pairs to consider a poem, an extract from encyclopaedia, a blog, an autobiography, a newspaper column and report back findings to the class.</li> <li>• Discuss what a reader can tell about the narrator or persona of a narrative text from its voice.</li> <li>• Read aloud some of the texts and discuss how tone relates to style, e.g. how emotion, or lack of it, is conveyed through syntax and vocabulary choice.</li> <li>• Discuss which genres typically use imagery and which do not, and the reasons for this.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"><li>• 'neutral viewpoint' – consider advice/information offered online, e.g. Wikipedia</li><li>• presenting/identifying fact and opinion</li><li>• use of punctuation themes/messages in texts.</li></ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a> (F)		

## 2: Developing writing skills

Syllabus ref.	Learning objectives	Suggested teaching activities
AO2: W1–W4	Communicating with an audience	<p>Learners imitate or transform the style/register of short texts for different audiences/contexts.</p> <p><b>Predict the likely audience</b> Learners are given a range of utterances, learners suggest the likely context and audience, e.g. I should be grateful if you would sit down. Please sit down. Sit down! Do you never sit down? Perhaps we should sit down. Is it really necessary to stand up?</p> <p>Learners perform/write a short dialogue around the snippet to illustrate their interpretations.</p> <p>Use resource sheets/recorded examples containing a selection of different examples of writing.</p> <p>Characters from studied texts.</p> <p>Cards with numbers for status.</p> <p>Class/department bank of texts/snippets some or all of which have been collected/contributed by learners.</p> <p><b>Wish you were here</b> Learners write short texts on a similar topic to contrasting audiences, e.g. two postcards from holiday – one to an elderly relative and one to a friend; or a post complaining about an aspect of school to a teen discussion forum and a letter to the Head Teacher complaining about the same thing.</p> <p><b>Learning resources</b> Resource sheet containing selection of topics and relevant information about them from which learners choose their own topic to write about.</p> <p><b>Hear the difference</b> Groups/class listen to the texts read out and consider how they differ. Learners read short extracts of different types of writing, e.g. newspaper reports, diary extracts, blogs, magazine features, letters, textbooks, travel brochures, instruction manuals, emails and sort according to audience (likely reader). They identify a piece of their own (recent) writing and consider its purpose and audience, then read it out to identify where it targets its audience successfully and up to three points where it might be refined further/improved. Learners redraft examples (their own and others) and compare the</p>



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		<p>results when read out.</p> <p><b>Why are they reading?</b> Learners discuss the reasons readers might have for reading each of a range of texts and the differing contexts in which the text might be read, e.g. to find out what has happened in relation to a recent incident, looking back at an earlier experience or researching possible destinations for a visit/holiday.</p> <p>Given a shared topic and a list of facts/details available for use, learners write the opening(s) of text(s) targeting the specified group(s) of readers, reading for the specified reason(s) in the given context(s). Learners read their responses aloud to the class, who try to identify the genre/context/audience. Openings are discussed.</p> <p>Range of texts linked by general context, e.g. taken from around school and/or texts linked by general topic, e.g. wildlife: <a href="http://www.krugerpark.co.za/Kruger_Park_Safari_Packages-travel/kruger-park-honeymoon-packages.html">www.krugerpark.co.za/Kruger Park Safari Packages-travel/kruger-park-honeymoon-packages.html</a></p> <p><a href="http://www.southafrica.info/tourism/kruger-park.htm">South Africa to Sell Rhinos   Animal Welfare Institute</a></p> <p><a href="http://voices.nationalgeographic.com/2014/05/19/south-africas-kruger-park-loses-its-first-elephant-kenya-loses-an-icon/">http://voices.nationalgeographic.com/2014/05/19/south-africas-kruger-park-loses-its-first-elephant-kenya-loses-an-icon/</a></p> <p><a href="http://www.dailymail.co.uk/news/article-2765631/Kruger-National-Park-s-staff-arrested-rhino-poaching-police-discover-sniper-rifle.html">www.dailymail.co.uk/news/article-2765631/Kruger-National-Park-s-staff-arrested-rhino-poaching-police-discover-sniper-rifle.html</a></p> <p><a href="http://africanrhino.org/2014/05/06/rhinos-now-a-bigger-tourist-draw/">http://africanrhino.org/2014/05/06/rhinos-now-a-bigger-tourist-draw/</a></p> <p><a href="http://www.dailytelegraph.com.au/entertainment/sydney-confidential/get-ready-to-get-me-out-of-here/story-fni0cvc9-1227168019985?nk=c748457c914c8ce42d08191b13a3c7ef">www.dailytelegraph.com.au/entertainment/sydney-confidential/get-ready-to-get-me-out-of-here/story-fni0cvc9-1227168019985?nk=c748457c914c8ce42d08191b13a3c7ef</a></p> <p><b>Know your audience</b> Learners outline a situation for responding orally, e.g. one person wants to borrow something from the other. Speakers are each given a numbered card to indicate their status between 1 (high) and 10 (low). Scene is improvised and participants/observers have to work out from the interaction the status (number) of each speaker.</p> <p>Learners role-play/improvise further dialogues between given characters in an outlined situation. Status of characters relative to each other is varied and effect discussed.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Write a response to their original piece in the style likely to be that of the recipient, e.g. for school-based texts the words of the Head Teacher's response in assembly to letters of complaint or a letter to parents on that same</li> </ul>

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		<p>topic; for wildlife texts diary of family safari/letter home.</p> <ul style="list-style-type: none"> <li>• Change levels of formality, e.g. change an email to a formal letter.</li> <li>• Write the same letter to audiences of differing status. Model in class/group responses written for the same audience but different purposes.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• variable features of texts, e.g. vocabulary, syntax, punctuation, sentence length in terms of appropriateness for target audience/their reasons for reading</li> <li>• audience in examinations</li> <li>• use of Standard English.</li> </ul>
AO2: W1 W3	Choosing the right word	<p>Learners focus on the <b>choices available to them at word level</b> when crafting their written responses and experiment with varying the vocabulary they might use.</p> <p><b>What happened exactly</b> Teacher begins the lesson by performing some dramatic action with strong feelings, e.g. walks into room angrily, slamming door. Teacher asks class to write a paragraph describing what happened and to be careful to choose the exact words. Responses are read out, compared and judged by the class.</p> <p>Learners watch a film clip and write a half-page report on the event observed. Reports are read out and learners comment on how the same incident is reported differently. Differences in choices of vocabulary are highlighted and considered.</p> <p>Use a narrative passage with underlined words and lists of synonyms.</p> <p>Pictures of human figures (e.g. selected from online image banks, old photographs/calendars or posters).</p> <p>Online film clip or scene from DVD.</p> <p><b>Complete the action</b> Learners are given different instructions and are asked to complete the action, e.g. sneak across the classroom, scuttle across the classroom, and skip across the classroom, stride, tip-toe, etc. The class identify a likely scenario/the verb given, i.e. who might it be, what might they be doing. Then given a list of further basic actions, e.g. go to the desk nearest the window and take an item from it, move to the back of the room, etc., learners write a short description of a character in the classroom with a given motive. Passages are discussed and word choices considered.</p> <p><b>Rank order synonyms</b> Learners are given lists of synonyms for words in a short passage. They rank order them for closeness to the original</p>

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		<p>word, and then again for strength of meaning according to their connotations, e.g. anger = fury, rage, wrath, annoyance, irritation.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Compare intended effects and vocabulary choices. Different information is given to each half of the class about a character in a picture or in a short extract scene from a DVD, e.g. for a scene which depicts someone in an office looking through desk, give half of the class details to suggest the person searching is a villain and up to no good. The other half are told that this is the hero in villain's office. Compare the descriptions in terms of vocabulary choices.</li> <li>• Replace underlined words in a descriptive text (perhaps written previously by learners) with more precise/evocative ones.</li> <li>• Label a picture of a person using precise vocabulary to describe their features and clothing. Pictures are displayed for comment by class. Alternatively, labels extended into a description of the person which other learners then try to match to the original picture.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• vocabulary choices in texts written in different periods</li> <li>• use of literary devices</li> <li>• sentence structures, e.g. varying word order within the sentence for effect.</li> </ul>
AO2: W2–W5	Organising and structure for effect	<p>Learners look at some short but complete texts in a variety of genres to notice the order of the material, how ideas are connected and variations according to genre and purpose.</p> <p><b>Create the graphic organiser</b> Learners trace the organisation of ideas and information in a selection of short texts in terms of Time (e.g. chronological), Space (e.g. geographical position of narrator) or Importance, (e.g. building up to final point) and represent in diagrammatic form (or try to work out the plan used by the original writer). Groups compare and report findings for two or more texts they feel are similar/different in some way. Feedback in class is followed by discussion of why and how genre and audience might determine structure.</p> <p>Use a list of discourse markers on board, e.g. however, furthermore, in conclusion.</p> <p><b>Jigsaw puzzle</b> Learners are given a further text in cut up form/list of content; consider how ideas/information might be organised for given purpose(s) and audience(s). Compare with original, e.g. learners reconstruct a news report which has its paragraphs in the wrong order or reconstructs the stages of a recipe or science experiment.</p> <p>Create envelopes for each group containing 6–10 cut-up photocopied photographs or electronically reordered sections of a short story.</p>

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		<p><b>Find the evidence</b> Learners consider advice for organising ideas in writing, e.g. as offered online, and identify examples for each way of organising from a range of texts (perhaps on a similar topic) They should consider how/why texts with different audiences/purposes have been organised in the way they have, e.g. in blocks or chains, as cause and effect, general to specific, flashback, etc.</p> <p><a href="#">6 Smart Ways to Organize Writing Content - Busy Teacher</a></p> <p>Text in which paragraph links have been blanked out. (Note: lists and suitable work sheets are available on websites).</p> <p><b>Practising paragraphs</b> Teacher elicits/learners research definition of a paragraph and its structuring role in a text. Learners find examples in the texts being used of longer and shorter paragraphs and reasons for this, e.g. news reports use very short paragraphs. They consider their definition of a paragraph and practise paragraph building, e.g. according to the PEE chain method, i.e. a point (topic sentence) developed into a paragraph by the addition of explanation, evidence, exploration, or elaboration to support it/using a given text as an exemplar.</p> <p>Use topic based texts with different purposes: lists, recounts, instructions, comparisons, etc. taken from websites dealing with a similar topic in different ways, e.g. <a href="#">Bullying at school   Bullying UK</a></p> <p><a href="#">Readers' stories of bullying: 'Now I have no teachers or ...</a></p> <p><a href="#">5 Reasons Bullying Is Worse Than Ever - Kids' Health .</a></p> <p><a href="#">Bullying, harassment and/or violence at school // New ..</a></p> <p><a href="#">Is my child being bullied? - Ministry of Education</a></p> <p><a href="#">Using paragraphs — University of Leicester</a></p> <p><a href="#">BBC - KS3 Bitesize English - Structure and paragraphs ...</a> <a href="#">Paragraphs and When to Use Them - Writing at Its Best</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Create paragraphs connected to the same subject, given different points/topic sentences.</li> <li>• Choose from a list of paragraph links to connect a number of the paragraphs to make a cohesive text.</li> </ul>

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		<ul style="list-style-type: none"> <li>Organise and connect the same ideas/information in different ways to consider effect of each.</li> <li>Learners, in pairs instruct each other how to complete tasks, e.g. tie a tie/shoelaces as if via video link (i.e. have to be precise – can't say 'take that one and put it there', etc.). Once both have completed the task, they write the instructions for how to complete the procedure. Instructions are compared/tested by other pairs.</li> <li>Learners explain to the class a procedure with which they are familiar (perhaps something they know how to do well as a result of a hobby/pastime, e.g. a keen kayaker might explain how to save someone who has fallen into the water). Visual aids may be used to help explain for the benefit of the audience.</li> </ul> <p><b>Follow up discussion:</b></p> <ul style="list-style-type: none"> <li>differences when explaining for a radio interview how to carry out the same procedure</li> <li>predict audience reactions/'what happens if' when audience can't be seen, e.g. manual.</li> </ul>
AO2: W1 W4	Writing in different genres and registers	<p>Learners <b>identify shared features</b> of differing texts and text types to consider what is meant by genre and <b>how/why</b> situations might require <b>certain types</b> of writing.</p> <p>Use a selection of texts covering a range of genres, e.g. from a coursebook, teacher resource CD, teacher's own writing or departmental portfolio.</p> <p><b>Feature spotting</b> Learners in pairs or groups are given a grid to fill in which lists genres of writing/features of genres.</p> <p>Learners match features to an example of a genre. Alternatively, having worked one example as a class, learners identify features for one or more further genres. (Typically features of style might include sentence length and type, kind and level of vocabulary, paragraph length, degree of formality, degree of objectivity, grammar features, punctuation features.)</p> <p><b>When and where</b> Learners consider and compare different examples of apparently similar texts, e.g. letters/diary extracts taken from different contexts, e.g. sample from novels, letter to the editor, letter home, and letter from the Head Teacher on a school website. Focus questions might include: What are their similarities? What are their differences? Why was letter form chosen for the text?</p> <p>Learners rewrite one of the texts in a different form, e.g. diary rather than a letter, and discuss how that alters the text and its effectiveness.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Use a feature list, learners review and redraft a previous draft of their own writing in a particular genre.</li> <li>Share writing of paragraphs on a set topic, e.g. global warming in different genres, e.g. narrative opening, news</li> </ul>

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		<p>bulletin, science article, charity appeal.</p> <ul style="list-style-type: none"> <li>• Imitate the features of a model text to produce a piece of writing on a different topic.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• agree definitions for key subject terminology that might be useful when describing texts and text types</li> <li>• research online to identify examples of a given genre in everyday usage.</li> </ul>
AO2: W1 W3 W4	Writing in different voices and viewpoints	<p>Learners experiment with adopting a persona or role to consider how different voices would use language and why.</p> <p><b>Voices in context</b> Learners prepare an initial dialogue, e.g. for a customer complaining to an assistant in a shop. In pairs, learners develop the situation further, e.g. role-play the assistant reporting the incident to the shop manager and the assistant/customer discussing with a friend later. Once details of the incident have been established, learners in groups are designated role(s) and task(s), e.g.</p> <ul style="list-style-type: none"> <li>• write a letter of complaint from the customer to head office</li> <li>• write the manager’s report to head office</li> <li>• write the assistant’s interview with regional manager following the incident.</li> </ul> <p>Learners identify/consider sections from different groups’ texts in relation to incident – Who is writing? How can they tell? How convincing is the voice? Learners select one of the snippets they feel could be modified to sound more like the voice of the writer and suggest changes they would make, e.g. vocabulary, sentence structure. Suggested modifications are returned to the original group to inform redrafting and discuss in class.</p> <p>Use a variety of non-fiction texts, for example autobiographies and travel accounts to act as models.</p> <p><b>Literary voices</b> Learners create a voice for one of a selected number of characters in a literature text they are studying in order to write a short monologue or speech outside of the text that has been studied so far. Extracts are heard and discussed and compared to the original text.</p> <p><b>Role- plays</b> Learners in pairs perform dialogues with different voices making/receiving telephone calls, e.g. parent and child, hotel receptionist and customer, owner of a company and employee, teacher and parent of learner. Class discuss what changes are made, and why.</p> <p><b>Changing perspective</b> Learners rewrite a passage from a different point of view from that of the original, i.e. as a different character or taking an opposite argumentative stance, e.g. Head Teacher, angry resident, enthusiastic tourist.</p>

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		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Look at argumentative media articles by columnists to identify the way that their views are conveyed, e.g. exaggeration, irony, mockery, repetition, shocking vocabulary.</li> <li>• Write an opening paragraph of a new text/missing section of an article in the voice of a given (distinctive) columnist/commentator.</li> <li>• Change a paragraph of writing in the active voice into the passive voice and comment on the difference this makes, and why some writing needs to be impersonal.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• study of a known or famous person to consider features typical of their ‘voice’, voice of writer/narrator/character</li> </ul>
AO2: W5	Improving style and accuracy	<p>Learners consider the nature of errors in writing in order to identify how and why they might improve the accuracy of their own.</p> <p>Use a coursebook or online material on punctuation usage, and complex sentence formation.  <a href="http://www.bbc.co.uk/skillswise/topic/punctuation">www.bbc.co.uk/skillswise/topic/punctuation</a></p> <p><b>Recapping the rules</b>  Learners revise the rules for the use of key punctuation – full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Learners are given a passage without punctuation in order to answer comprehension questions about it within a time limit. Learners discuss challenges of understanding without punctuation, then revisit the passage to put in the missing punctuation and comprehension questions are revisited with the correct answer revealed. Learners discuss the function of each and then place punctuation marks on a line continuum from ‘most important for meaning’ to ‘least important for meaning’.</p> <p><b>Adding the errors</b>  Learners identify the level/band for a reasonably accurate written response using band descriptors from the syllabus. Rework the response to move it down just one level/band at a time by adding in errors. Redraft the original response to move up to the band above. Learners choose one of their own pieces of work and repeat the process. Learners discuss the nature of the errors they are typically making (e.g. errors of tense, sentence structure, spelling error or comma splicing) and place each type of error on a line continuum from ‘serious error’ to ‘not a serious error’.</p> <p>Use worksheets of simple sentences for joining.</p> <p>Short unpunctuated passages. (Note: These can be found online.) (Differentiation can be by type/amount of punctuation needed).</p> <p>Coursebook material on spelling rules – e.g. short vowel followed by double consonant – common patterns and suffixes</p>

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		<p>– e.g. dis, ough, ight, qu, ely – and confused homonyms, e.g. their, there.</p> <p><a href="#">Learning English - Ask about English - Spelling, punctuation ...</a></p> <p><a href="#">6 Common Punctuation Mistakes That Drive Us Crazy</a></p> <p><a href="#">Eats, Shoots &amp; Leaves Quotes by Lynne Truss - Goodreads</a></p> <p><a href="#">Going banana's* about the greengrocer's apostrophe</a></p> <p><a href="#">Join the Apostrophe Protection Society - Columbia Daily ...</a></p> <p><b>Avoiding the obvious</b> Learners nominate from a list of common errors their most frequent errors/errors that could most easily be corrected, then scan a piece of their own writing to check how many times the nominated error occurs and which errors occur that they were not expecting.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Revise spelling rules, e.g. for 'i.e.' words, double consonants, adverb endings – using examples and those provided by learners.</li> <li>• Study spelling lists of useful words often misspelt, underlining the 'hot spots', and learn the correct form, e.g. using the 'Look, Cover, Write, Check' method.</li> <li>• Check their own and each other's work for one error type, e.g. shifts in tense in narrative or incorrect punctuation of speech.</li> <li>• Join exercises using subordinating connectives to form complex sentences from three simple sentences.</li> <li>• Make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, separate. Learners check the spelling of the words in their list, and devise mnemonics to help remember them.</li> <li>• Present a (video/slideshow) explanation, e.g. for someone learning English of how and when to use a particular punctuation mark in written English or the exact nature of a common error.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• sentence variety and length</li> <li>• balance of ambition and accuracy</li> <li>• attitudes to rules/errors In English</li> <li>• reading aloud and punctuation.</li> </ul>



**Past and specimen papers**

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>

### 3: Developing speaking and listening skills

Syllabus ref.	Learning objectives	Suggested teaching activities
AO3: SL1–SL4	Giving a talk	<p>Learners identify, discuss and review considerations when giving a talk/presentation –engagement of listener, tone, register, stance, gesture, voice projection, eye contact and reviews list drawn up alongside the assessment criteria.</p> <p><b>Learning resources</b> Coursebook material on giving a talk.</p> <p><b>How and how not to...</b> In pairs learners consider a range of available advice on how to give a speech and draw up their own presentation ‘How to and how not to give a speech’.</p> <p>Use suitable online videos of talks/presentations, e.g. worst speech ever/bad examples of a speech to class.</p> <p>Relevant examples from the Speaking and Listening Training Handbook available from Publications at: <b><a href="http://www.cie.org.uk/profiles/teachers/orderpub">www.cie.org.uk/profiles/teachers/orderpub</a></b></p> <p>Recording of speaker giving a talk on an area of expertise, e.g. on a wildlife documentary or an address by a visiting speaker.</p> <p><b>Peer marking and modelling</b> Learners listen to a good example of a speaker giving a talk and identify positive features, considering it alongside the relevant marking criteria.</p> <p><b>Rehearsing ideas and approaches</b> Having agreed success criteria beforehand, learners plan and perform an informative talk on a topic of personal interest, e.g. a hobby or sport. The audience offer one aspect they thought worked well and one they think might be improved.</p> <p><b>Dragon’s Den</b> Learners give a presentation about a proposed new school club to a panel of people who then decide which club to choose.</p> <p>Excerpt from Dragons Den: <b><a href="#">BBC Two - Dragons' Den</a></b></p> <p>How to Pitch An Idea to Shark Tank: <b><a href="http://www.scienceofpeople.com/2014/01/pitch-idea-shark-tank/">www.scienceofpeople.com/2014/01/pitch-idea-shark-tank/</a></b></p>

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		<p><b>One minute talk</b> Learners in groups/pairs select from topic cards, e.g. outlining issues of local, national or global interest, and talk for one minute giving their views and opinions related to the topic. Listeners make notes of points of interest or questions they could ask the speaker to explore the topic further. The process is repeated for each learner in the group.</p> <p><b>In the news</b> Learners select a long running news story which interests them. Learners research to understand how events have unfolded, then prepare their three- to four-minute podcast for inclusion in a series of programmes about young people and their views.</p> <p>Use relevant examples of podcasts, e.g. from BBC websites</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Group discuss which of the topics covered in class talks might be best for a TV documentary aimed at engaging young people. Which topics might be best avoided?</li> <li>• Watch/listen to online examples of less successful speeches. Learners note down the problems/weaknesses as well as any redeeming features and then decide how to give advice to the speaker.</li> <li>• Write an informative piece of writing evaluating the views/information expressed by others' talks as the basis for a magazine article about young people's interests and opinions.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• use of detail, examples and references, researched statistics, visual aids and key notes in a talk</li> <li>• questions to follow up points of interest or detail in talks.</li> </ul>
AO3: SL1–SL5	Responding to questions and extending ideas – talking in pairs	<p>Learners consider the nature of discussion and how it can contribute to understanding.</p> <p><b>A second opinion</b> Learners make notes on their suggestions for possible improvements to their school and compare their notes with a partner. Or learners in pairs plan a three- to four-minute presentation on a topic of school/local interest. Each learner then presents to the other learner who makes notes, highlighting the strengths and suggesting improvements.</p> <p>Use recordings of speakers exchanging opposing ideas, e.g. between anchor and correspondent on a news programme, host and guest on a current affairs programme.</p> <p><b><u><a href="#">Using the Think-Pair-Share Technique - ReadWriteThink</a></u></b></p> <p>Extracts and snippets from educational articles discussing the nature of pair work and its advantages/disadvantages: <b><u><a href="#">Advantages and disadvantages of pair work and group work</a></u></b></p>

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		<p><b>Devil’s advocate</b> Learners listen to their partner’s views on a topic of national/local importance and identify counter-arguments/questions an interviewer might use to challenge that view. Learners are then each interviewed ‘for local radio’ to explain/defend their viewpoint using the opposing arguments/questions identified. Learners revisit their original explanation of views to present a more convincing argument that takes account of the counter-arguments/questions posed.</p> <p><b>Can you tell me more</b> Learners listen to their partner describing their reaction to/explaining their interpretation of a poem, work of art. Learners ask questions to establish the detail of what their partner is saying and extend their explanations further – <i>Why exactly do you say...? ...How can you tell...? What makes you think...? Where is the evidence that...? Can you tell me more about...?</i> Both partners write down their recollection of the full description/explanation offered and then draft a final version for presentation to the class.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the process of working in pairs and draw up guidelines for effective pair work.</li> <li>• Identify the features of a balanced discussion or conversation.</li> <li>• Read and assess dialogues/transcripts of conversations for clues about the speaker.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• research the use of paired discussions in class</li> <li>• talk partners</li> <li>• rhetorical questions</li> <li>• use of dialogue in texts.</li> </ul>
AO3: SL1–SL5	Group discussions	<p>Learners observe and reflect on the nature of group discussion and how it can contribute to understanding.</p> <p><b>Shadow groups</b> Learners discuss in a group a topic of relevance and interest to them. Learner-observers shadow members of the group discussion, making notes on their contribution to the discussion. Observers discuss findings with a view to suggesting guidelines/tips for discussing effectively in groups. Observers pair up to review and refine guidelines and tips which may then be presented as a ‘Guide to group work for IGCSE learners’.</p> <p>Use unseen poems from an anthology being studied for literature, e.g. <i>Songs of Ourselves</i> <a href="http://education.cambridge.org/uk/subject/english/english-language-and-literature/songs-of-ourselves">http://education.cambridge.org/uk/subject/english/english-language-and-literature/songs-of-ourselves</a></p> <p>Recording of group of speakers exchanging ideas and views, e.g. recording of learners from previous year, or chat show broadcast.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Articles about group work:  <a href="#">Group work benefits pupils, study finds - The Guardian</a></p> <p><a href="#">Advantages and Disadvantages of Group Work in a ...</a></p> <p><a href="#">Five Things Students Can Learn through Group Work ...</a></p> <p><b>Exploring and explaining</b>  Learners read a challenging, unfamiliar text – and make notes on the ideas and views they are going to contribute to the discussion of it along with any questions/uncertainties they might have relating to it. They should highlight any quotations they wish to refer to, as well as identify areas of the text which may be less clear or open to alternative interpretation. Learners discuss and explore their interpretations of the text as a group. A member from each group moves on to a different group to report ideas discussed so far and hear reactions from the new group. They then return to their original group where ideas are reviewed and modified.</p> <p><b>Evaluating the evidence</b>  Learners read and make notes on the key points/questions arising from one of the articles about group work in class (see learning resource links). Groups then discuss each article in turn with each learner taking the lead on their article. The group decides on one of the articles to consider in more detail and draws up comments and questions they have in relation to it ahead of further discussion.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Present ideas formally to the class as a report of the group's discussion.</li> <li>• Video/observe a group discussion, to consider the benefits/potential pitfalls of group work.</li> <li>• Regroup learners mid-task with only a three-minute warning to make sure they have kept notes as they will be moving on.</li> <li>• Learners prepare their views on a topic of interest and/or a studied text and present them to a panel of learners who ask questions to find out more ideas.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• discussion groups in wider society, e.g. reading groups, focus groups, support groups, discourse features of conversation.</li> </ul>
AO3: SL1–SL5	Dramatisation, role-play and code switching	<p>Learners consider the range of situations in which they/others speak, to identify how and when their use of spoken language might vary.</p> <p>Use a sample dramatic monologue, e.g. sample empathic literature essay.</p> <p>Other examples of prose dramatic monologues available online.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Job interview role- play</b> Learners in groups (two interviewers and three applicants) conduct a job interview simulation. After preparation of material each applicant is given the same details about experience and qualifications. The applicants' performance is evaluated by the interviewers and themselves. Which applicant might be least/most likely to be given the job, and why? Learners make a list of advice for an interviewee.</p> <p><b>Consider comic effect</b> Learners watch/listen to comic sketches to identify, explore and explain how, when and where language is used for comic effect.</p> <p><b>Role-play telephone calls</b> Learners work in pairs to improvise, and then work on performance in given situation/purpose, e.g. calls to a radio show, to a technical helpline, to an older relative or friend, to reserve a ticket/make an appointment. Pairs perform to class and agree a mark/grade for each situation for agreed criteria or feature, e.g. use of Standard English/slang terms/level of formality.</p> <p><b>Hot seating</b> Learners conduct hot-seating interrogations, e.g. interviewing literary characters. Following interrogation, learners redraft the answer to one or more questions to respond convincingly with the right 'voice' for the character concerned.</p> <p><b>Dramatic moments</b> Learners use as a model a DVD of a dramatised scene from a novel or short story. Learners in small groups are allocated an incident from a fiction text to turn into a play script, part/all of which they then perform by reading their parts with convincing intonation and emotion. (Extracts can be chosen to contrast/compare.)</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Role-play contrasting situations for a given character, e.g. at home/work/appointment/party.</li> <li>• Analyse dramatic dialogues from films/plays/soap operas in terms of intended effect/judgements re characters.</li> <li>• Write monologues, e.g. for character from a studied literary text.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• regional variation</li> <li>• language change over time</li> <li>• social variation</li> <li>• Standard English</li> <li>• Received Pronunciation.</li> </ul>
AO3: SL1–	Debating and	Learners participate in formal debates taking account using an appropriate style and approach.

Syllabus ref.	Learning objectives	Suggested teaching activities
SL5	challenging	<p>Online examples of debating advice:  <a href="#">How to Debate (with Sample Arguments) - wikiHow</a></p> <p><a href="#">Useful Debating Phrases</a></p> <p><b>Considering debates</b>  Learners watch exemplars or research/read relevant articles to agree the criteria on what makes a convincing debate speech and how to structure their debate.</p> <p><b>Teacher sets a motion to be debated</b>  Groups consider the arguments for and against for a given motion, e.g. ‘young people should be allowed the vote at 16’. The groups are then told which side they are on. They discuss and plan a five-minute debate speech. They should include facts, examples and references to support their view, and agree on the order.</p> <p>The groups elect a speaker to represent their group who with the help of the group prepares a card with key notes on, the debate then takes place. Learners take notes on points they wish to dispute, and at the end of the debate they challenge the relevant speakers, who must respond to the questions and counter-arguments. (Class vote on the debate winners according to the quality and delivery of the speeches, and the speakers’ handling of the challenges can be included in the plenary if appropriate.)</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Use the ideas from a debate as the basis for a balanced discursive piece (written/oral) representing ideas from both sides.</li> <li>• Learners write the first draft of their ‘guide to formal debates’.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• debate in the media</li> <li>• political debate</li> <li>• Standard English</li> <li>• relevant subject terminology</li> <li>• argumentative/discursive responses in writing.</li> </ul>
AO3: SL1–SL5	Listening and responding	<p>Learners consider advice offered by others to rework and refine their own contributions.</p> <p><b>Speed introductions</b>  Learners prepare a one-minute speech as an introduction to a given topic. Learners sit in two circles, with ‘partners’ facing each other. Learners in the outside circle hand a pre-agreed checklist to their partner who listens for one minute</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>and completes the checklist before passing it back. The outside circle then moves one place clockwise and the process is repeated. (Checklist might include interest level, eye contact, taking account of the audience, etc. Learners modify their introduction in the light of received advice then present to the class/group for further comment and suggestions of how the talk might continue.</p> <p><b>Talk to the panel</b> Learners present their speech(es) in full to a panel of observers who then feedback their response and suggestions of strengths/areas for improvement based on agreed criteria. Learners note down the feedback, along with their own feelings/evaluation, then accept or reject each point giving reasons for their decisions in the form of a personal reflective journal.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Learners nominate those talks they most wanted to hear more of in speed introductions section and class listens to them again and agrees how/why they appealed.</li> <li>• Observers are given one aspect of the presentation to consider, and then agree the appropriate advice to give to the presenter.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• active listening skills</li> <li>• 'top tips' for engaging an audience</li> <li>• open questions</li> <li>• mitigating language when offering advice.</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		



## 4: Exploring and explaining how writers achieve effects and influence readers

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R1 R4	Considering words and images	<p>Learners consider at word level, the effects intended/created by writers'/speakers' choices.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• song lyrics</li> <li>• poetry</li> <li>• advertising copy</li> </ul> <p><b>What's in a name?</b> Learners collect examples of interesting/amusing (local/national) shop/business/brand names for discussion in class, e.g. fish and chip shops – Cubbington Plaice; solicitors- Wright Hassle; hairdressers – Headmasters Trivago, Loch Muir Salmon, etc. Examples are considered in terms of intended effect/audience.</p> <p><a href="#">Pros and cons of fantasy names - NameRobot</a></p> <p><a href="#">Revealed: How supermarkets invent places and farms to ...</a></p> <p><a href="#">Marks And Spencer - Christmas Food 2006 - YouTube</a></p> <p><a href="#">What's in a name?: With Yell set to decide on Hibu rebrand ...</a></p> <p><b>Synonyms/shades of meaning</b> Learners discuss the likely context/suggestion for each of a group of synonyms, e.g. wrapped, encased, entombed, swathed, swaddled, sheathed, cloaked, enveloped, bound, bundled up and predict which might be most likely to be used in a given situation, e.g. an advertisement for a 'luxury' product, a charity campaign, etc.</p> <p><b>Watch the adverts</b> Learners consider a series of related advertisements from a campaign and identify 'house style'. Given details of a new product to advertise, they create the copy in a similar style (can be done as a cloze exercise) and then compare with the actual advertisement to consider the choices made.</p> <p><b>Language in literature</b> Learners identify interesting examples of language use, e.g. figurative language, sense imagery and sound effects in a passage and explain meaning/suggest something of the precise effect in context.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Look beneath the surface</b> Learners pick out the powerful words in a passage/listen to an audio recording twice and note down any words they feel are evocative/interesting in some way. Pairs explore choices made and consider precise meaning and associations, e.g. this can be done as a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer.</p> <p><b>Connotations</b> Adjectives are read out and learners give a score between +5 to -5 for the positive and negative connotations of the words. (They are unlikely to give 0, and this is a basis for discussion about words rarely being neutral.) Learners take examples from either + or – and consider precisely how/why the word ‘feels negative’, e.g. when might you hear it, in relation to what, can it ever be a compliment and so on (prompt questions can be given to scaffold discussion).</p> <p><b>Predicting choices</b> Learners fill in gaps in a descriptive passage using vocabulary in keeping with the atmosphere/imagery of the whole, e.g. following an extended metaphor.</p> <p>Learners rank order synonyms for their strength of meaning, and compare their orders with others.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Research a particular section of business for language use, e.g. the language of supermarkets/estate agents/holiday companies/comparison websites.</li> <li>• Unpack of extended metaphors.</li> <li>• Identify imagery in song lyrics.</li> <li>• Rank order synonyms for their strength of meaning, and compare their orders with others/add a new one into the order.</li> <li>• Visualise images – draw/select from image bank to illustrate an example of figurative language in use.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• cliché</li> <li>• motifs</li> <li>• imagery in studied (literature) texts</li> <li>• emotional emphasis – the use of intonation that emphasises and exaggerates, e.g. <i>You are so very kind. I really want you to know I am so grateful</i></li> <li>• empty adjectives, e.g. applied to soften and add friendly elements to the sentence, without adding meaningful content, e.g. <i>What a charming and sweet young man you are!</i></li> <li>• use of direct quotations (and quoting people who quote other people)</li> <li>• use of extended vocabulary, e.g. <i>The walls are cerise, with candyfloss pink stripes</i></li> <li>• use of statements as questions. Using intonation used for questions, rising at the end of the statement, e.g. <i>That sounds like something I'd want to do?</i></li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: (R2) R3 R4	Responding to description	<p>Learners consider how and why writers use language to describe. Teacher reads a detailed descriptive passage and learners draw/match a picture of the place being described.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• novel extracts, e.g. describing buildings or landscapes.</li> <li>• travel writing.</li> <li>• autobiography/biography</li> <li>• brochures for holidays</li> </ul> <p><b>Why describe</b> Learners read a selection of descriptive texts to consider nature of description and why an author/writer might choose to describe, e.g. how to get there or help imagine being there, e.g. description of living conditions in charity appeal/description of romantic scene/description to build tension/create the illusion of glamour/style, celebrity wedding or advertisement for wedding day venue.</p> <p><b>Shifting perspectives in description</b> Learners in pairs are given one of two descriptions of the same or similar place/object/occasion at a different point in time. Reactions are discussed and interesting examples of language use identified then pairs join in groups to look at the two pieces together. What else do they notice now? How does the contrast affect their view? How does the order in which we read the descriptions affect their impact?</p> <p><a href="#"><u>30 June 1838: The coronation of Queen Victoria   From the ...</u></a></p> <p><a href="http://www.bollywoodshaadis.com/articles/famous-bollywood-divas-and-their-wedding-day-look-3121"><u>www.bollywoodshaadis.com/articles/famous-bollywood-divas-and-their-wedding-day-look-3121</u></a></p> <p><a href="#"><u>Ten of the best weddings   Books   The Guardian</u></a></p> <p><a href="#"><u>White and Faded Yellows in Great Expectations</u></a></p> <p><a href="#"><u>How to write fiction: Adam Foulds on description with meaning</u></a></p> <p><a href="#"><u>Literary non-fiction: the facts   Books   The Guardian</u></a></p> <p><b>Movement in descriptions</b> Learners are given the description of a town/place/setting taken from a novel/short story, imagine the view of it from a distance and write an initial draft which they then compare with a partner. Together they then write a short passage either starting in the place and moving away, or starting at a distance and moving in to the place. Learners then are</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>given (or skim-read and scan the original text to find) the description of arriving in the place/leaving the place from the original piece to compare with their own version with questions/criteria to guide discussion.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Stay in one spot and shift timescales, e.g. find a description of a place/event returned to at various points in a story and write before/after passages to compare with text. Why might a writer choose to do this?</li> <li>• Descriptive detail in news reports – what is included, and why?</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• research writers' tips for descriptive writing</li> <li>• description in literary non-fiction</li> <li>• empty adjectives/avoiding cliché</li> <li>• mark suitable, descriptive passages/responses using the marking criteria from the syllabus – highlight textual examples to support the assessment.</li> </ul>
AO1: (R2) R4	Responding to narrative	<p>Learners explore some of the ways in which writers of narrative can influence readers.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• complete short stories</li> <li>• traditional stories/fables and modern versions</li> <li>• first part of a short story</li> <li>• young adult fiction</li> <li>• jumbled paragraphs of prose or verse narratives.</li> </ul> <p><u><a href="#">"The Story of an Hour"</a></u></p> <p><u><a href="#">Six types of Parallel Narrative</a></u></p> <p>Selection of suitable stories from online collections, e.g. <u><a href="#">Classic short stories - 100% FREE - World English</a></u></p> <p><b>Carry on the story</b> Learners write/tell an appropriate continuation or an alternative ending to a story in keeping with the text to that point. Their versions are then compared with the original. How does each ending affect the message for readers?</p> <p><b>Compare different versions of the same traditional tale/story.</b> Learners read, consider and make notes to establish differences and similarities. How and why do they differ? What might be the message/intention/purpose of each? How might different audiences react to those versions, e.g. modern/nineteenth century audience; child/adult.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Plot sequence</b> Learners in pairs arrange paragraphs/plot details into the ‘right’ (chronological) order, then compare with the original. What differences are there and why?</p> <p><b>Represent the plot lines</b> Learners in pairs draw a labelled diagram to represent the event sequence of a short story, e.g. concentric circles, triangle, parallel lines, converging lines, and explain it to the class.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Looking for examples of narrative/anecdote in nonfiction texts.</li> <li>• Exploring the use of narrative in advertisements.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• list of narrative forms, e.g. as suggested by Wikipedia</li> <li>• source examples for class resource of different types of narrative according to given criteria, e.g. parallel narratives</li> <li>• book talks to class – recommending compelling narratives and reading a suitably engaging extract narrative in film.</li> </ul>
AO1: R3 R5	Responding to character	<p>Learners explore examples from texts to consider how characters are introduced, created and developed.</p> <p>Short story with strong main character.</p> <p>Play or novel recently studied by class.</p> <p><a href="#">Craft True-to-Life Nonfiction Characters</a></p> <p><b>Create a character profile</b> After reading a short story/extract, learners gather the evidence from the text for their interpretation, referencing detail to support their findings (they can be given a checklist/pro-forma to scaffold ideas if required, e.g. words used to describe how the person is behaving, physical details/details of expression, what they say, etc.) Groups can present a report of the character based on evidence they have discovered.</p> <p><b>Write in role</b> Learners write a journal entry or letter/speak their thoughts and feelings as a character in a play or novel at a particular point in the action, capturing the attitudes and using the language of the character. Alternatively, learners in pairs write a dialogue between two of the characters to insert into a short story, and perform it to the class.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Imagine a younger version</b> Learners are given the name of a character in a novel or short story studied in class and write as if introducing a younger version to readers. In groups, learners pool ideas for how to describe the younger version to the reader for the first time and still hint at the person they will become. Final drafts are agreed and shared to consider the choices made/identify the characters concerned.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Invent contrasting detail for each piece of evidence/detail in a character profile that would have indicated an opposing view of the character and learners rewrite the passage to suggest this contrasting character. Descriptions are compared and contrasted in groups.</li> <li>• Research advice to new/aspiring writers re: creating characters.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• real-life characters, e.g. in autobiography, stereotypes and stock characters.</li> </ul>
AO1: R1 (R2) R4	Responding to argument	<p>Learners collect, consider and respond to evidence of bias in texts.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• magazine articles and blogs which adopt extreme views</li> <li>• polemical writing and propaganda leaflets</li> <li>• samples of learner argument compositions which mention only one viewpoint.</li> </ul> <p>Online resources, such as Wikipedia, which can be accessed to find alternative views.</p> <p><b>Spotting devices game</b> Having agreed/been given a list of devices/features of bias in persuasive writing and their definitions, e.g. rhetorical questions, shocking statistics, emotive language, hyperbolic language, exaggerated claims, learners in teams identify examples of these devices in a text/range of texts and submit them to a panel of 'judges' who will accept them as acceptable examples or not. Points are scored for correct examples/lost for incorrect examples and the game/round ends when the first group completes their list (and scores a bonus in doing so). This can also be played as an individual challenge – persuasive technique bingo. Learners review at the end of the game which examples were most frequent/easiest to spot and offer suggestions as to why that might be.</p> <p><b>Offering balance</b> Learners in groups discuss and list points which could be used to balance an argument which gives only one viewpoint. They compare their ideas with a published counter-argument to the original piece.</p> <p><b>What was the plan</b> Learners reduce an argumentative text to a list of its original ideas and planning points.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Consideration of ‘persuasion’ in literary pieces.</li> <li>• Comparison of writers taking opposing positions, e.g. Jessie Pope/Wilfred Owen.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• writing/reading a section from ‘study guide’ to explain using an extract how a particular writer is influencing his/her readers.</li> </ul>
AO1: R1 R4	Responding to suggestion	<p>Learners identify in passages the explicit points, the implicit points and the supporting details, exploring any differences between what texts might say explicitly and what they might suggest or imply.</p> <p>Use allegorical poetry texts, e.g. sonnets.</p> <p><b>Say what they are thinking</b> In groups of four, pairs of learners read dialogues from drama texts where characters are not saying what they are thinking. Their shadow pair offers the subtext to follow the actual text after each speech.</p> <p>Alternatives include:</p> <ul style="list-style-type: none"> <li>• dialogue from a section of narrative is presented as a script and pairs devise advice to actors playing the role at that point</li> <li>• fictional text is presented in cartoon format and ‘actual thought’ bubbles added alongside spoken dialogue.</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• extracts from allegorical novels, such as <i>Animal Farm</i>, which contain propaganda phrases</li> <li>• dialogues from drama texts where characters are not saying what they are thinking.</li> </ul> <p><b>Create the picture</b> Using details from a passage, learners create drama snapshots of what can be ‘seen’ at designated points in the text, working out any missing details, e.g. where characters are in relation to each other/their expressions, etc. based on clues in the text. Other groups challenge/evaluate accuracy of representation using evidence from the text.</p> <p>Use advertisements or public health leaflets where euphemisms are used to disguise offensive implications.</p> <p><b>Reading the picture</b> Learners interrogate an illustrated scene from a film of a novel/short story – What can you tell? What can you guess? Learners are then given the corresponding passage from the novel/story and use the clues from the passage to answer key questions/confirm their earlier guesses, e.g. When did they arrive there? What might each of the characters involved be thinking at that point? Why might characters have decided to be there? How might they have got there? Where might</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>they be going to next?</p> <p><b>What isn't being said</b> Learners consider a text/extract where it is necessary to work out what is happening and read until the point where they realise what that is, noting the point of realisation and then reading on to confirm (e.g. the opening of the film, <i>The Secret Life of Walter Mitty</i>). Once they have finished the extract and confirmed their interpretation, they then look back with the benefit of hindsight, to collect 'clues' in the text that lead to the realisation and consider why the author chose to 'show, not tell'.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Read between the lines to look for the inferences in a text, note how implicit meaning is conveyed through language features, e.g. tone.</li> <li>• Suggest the real words/feelings being disguised by the use of euphemisms and collect further examples from a specified range of texts, e.g. mature, vertically challenged, and note how these often give an opposite impression, e.g. industrial action, ethnic cleansing.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• use of sarcasm</li> <li>• use of irony</li> <li>• allegory satire and parody.</li> </ul>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a></p>		



## 5: Analysing and evaluating

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R1 R3 (R5)	Identifying and interpreting relevant ideas and information	<p>Learners research information about a given location, collecting material from a variety of genres and media, e.g. websites, leaflets, video clips, stories set in the town, historical texts, etc., making notes on:</p> <ul style="list-style-type: none"> <li>• what each text says</li> <li>• what each text does and</li> <li>• what each text suggests about the town.</li> </ul> <p>In groups, learners create a portfolio of material to use and interpret in differing ways.</p> <p>Make use of:</p> <ul style="list-style-type: none"> <li>• online and library resources</li> <li>• models of information sheets for tourists</li> <li>• press release statements.</li> </ul> <p><b>Identify relevant material</b></p> <p>Learners skim-read the portfolio material to decide which material they could use to draft each of the following:</p> <ul style="list-style-type: none"> <li>• an infomercial which would persuade people to visit their town</li> <li>• a political broadcast demanding change in the town</li> <li>• a documentary about the lives of young people in the town.</li> </ul> <p>Groups then present their ideas for one of the options to the class.</p> <p>Models of news reports with contrasting viewpoints:  <a href="#">Leading traders brand seaside town's litter-strewn streets a ...</a></p> <p><a href="#">Scarborough - DiscoverYorkshireCoast.com</a></p> <p><a href="#">Let's move to ... Scarborough, North Yorkshire - The Guardian</a></p> <p>Spain – A great place to live, a terrible place to work?  <a href="http://elpais.com/elpais/2014/12/17/inenglish/1418816737_691083.html">http://elpais.com/elpais/2014/12/17/inenglish/1418816737_691083.html</a></p> <p><a href="#">Turisme de Barcelona</a></p> <p><a href="http://www.turismedebarcelona.net/">www.turismedebarcelona.net/</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="http://www.thelocal.es/20130404/barcelona-wins-worst-traffic-in-spain-award">www.thelocal.es/20130404/barcelona-wins-worst-traffic-in-spain-award</a></p> <p><a href="#">Edinburgh worst for mice call-outs in Scotland - Edinburgh ...</a></p> <p><a href="#">Things to see and do in Edinburgh &amp; The Lothians ...</a></p> <p><a href="#">Edinburgh named second best place to live in UK - The ...</a></p> <p><b>Use ideas and information from the material</b> Learners identify useful ideas and information and explain it in their own words in:</p> <ul style="list-style-type: none"> <li>• a letter to an older relative persuading them that the town would be a good place for them to visit</li> <li>• a leaflet for families with young children suggesting suitable activities in the area.</li> </ul> <p><b>Find evidence for an argument</b> After revisiting initial research, learners choose an aspect of area they believe needs to be changed. They plan/perform speech to the class explaining what needs changing and why, referring to evidence in their portfolio material to support their points.</p> <p><b>Interpret information</b> Learners devise a questionnaire to find out about young people’s hobbies and activities locally outside of school. They pool the information they gather and write the draft of a short article for the school magazine outlining how young people spend their leisure time. Learners are then given an angle, e.g. that there is insufficient support/facilities for young people/that the way young people spend their leisure time is changing/that young people have it better than their parents. Learners consider how to interpret and present the information they have included their article in order to promote this view.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Identify further audiences/purposes for the material, e.g. stand-up comedy routine or opening to a novel.</li> <li>• How far can the ideas/information be adapted to suit?</li> <li>• Consider omissions/further necessary information.</li> <li>• What else will change?</li> <li>• How might language be adapted to purpose?</li> <li>• Present ideas as a display/PowerPoint with close reference to details in original text(s).</li> <li>• Write the final draft of the leaflet/article and then evaluate the effectiveness of a range of such examples from the class.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#">Language of Comedy - Crafting a joke</a></p> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>distinguish fact and opinion</li> <li>compare leaflets aimed at the same audience (e.g. information from family tourist attractions) in terms of their effectiveness – why/how audiences might react to the text of each</li> <li>focus groups and differing reactions to the same material</li> <li>marketing communication.</li> </ul> <p><a href="#">BBC - Skillswise - Fact or opinion</a></p>
AO1: R3 (R4)	Evaluating information and ideas	<p>Learners consider and react to the evidence provided by texts promoting distinct viewpoints.</p> <p><a href="#">Don't give money to beggars – help them instead   Dave Hill ...</a></p> <p><a href="#">Craig Cook: I won't give money to Adelaide beggars again ...</a></p> <p><b>Think out loud</b> Learners use speech bubbles/review function in word to add thoughts/reactions/commentary to an argumentative text dealing with a potentially controversial attitude and suggest a radical fix, e.g. encourage graffiti as street art, begging.</p> <p>Activity can be staged: First time through reword in own words – What does the text say exactly? Second time through (different colour) – What does that suggest/imply? Final time through – What is your reaction to that?</p> <p>Compare notes with a partner, learners consider which interested party might object to/support this argument and why. Learners write (the draft of) a letter of complaint/support to a local newspaper from their chosen perspective.</p> <p><b>Agree or disagree</b> Learners consider one or more short text(s) making a case/argument, e.g. a letter to the newspaper/article from the perspective of a concerned resident.</p> <p>In groups, learners identify and categorise the information presented in the article into 5w W questions: Who – who is involved? What – what is the evidence of a problem? Where – where is it happening? When – when is it happening? How – how might it be solved?</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Why – why does it need to be solved?</p> <p>Learners discuss and evaluate the validity of the argument and decide how far they would support the case.</p> <p>For example, learners read ‘Call for action’ article(s) offering ‘local’ perspectives to problems such as ‘litter louts’ e.g. Scarborough/Henley (see links in resources)</p> <p>What is the problem?  How and why is the beach important to locals?  What is already being done to address the problem, what more could be done?  Would litter wardens/new bins be the solution?</p> <p>Learners write a report for the council of no more than 250 words outlining their evaluation of the situation and whether wardens should be employed/signage improved, etc.</p> <p><a href="#">Residents call for action on escalating rubbish at Henley ...</a></p> <p><a href="#">Call for action to be taken on 'litter louts' - The Scarborough ...</a></p> <p><a href="http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&amp;cl=search&amp;d=NZH19271231.2.135.27.9&amp;srpos=1&amp;e=-----10--1----1litter+on+beach--">http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&amp;cl=search&amp;d=NZH19271231.2.135.27.9&amp;srpos=1&amp;e=-----10--1----1litter+on+beach--</a></p> <p><a href="#">Residents call for action to stop fuel leak from ship that ran ...</a></p> <p><a href="#">Bin lane users call for action on cyclists   Northern Ireland ...</a></p> <p><b>Talking heads</b></p> <p>Learners listen to a broadcast and/or read aloud articles on a (current affairs) topic, e.g. internships/flexible contracts/immigration/recycling and collect brief notes. In discussion, they identify the perspectives involved in the topic, e.g. big business, individual home owners, the council/government, families, new graduates, and compile lists/diagrams/research to show evidence each use/might use to support their viewpoint or the subject, e.g. personal experience, statistics, anecdotes, projections.</p> <p>Learners choose/are given one perspective from which to explain in one to two minutes that viewpoint only, using at least three types of evidence to support.</p> <p>Video or audio recordings of TV or radio broadcasts representing an overview/differing viewpoints for given topic and/or relevant articles to be read to class/group e.g. internships:</p> <p><a href="http://www.theguardian.com/business/audio/2011/jun/01/business-podcast-interns-internships">www.theguardian.com/business/audio/2011/jun/01/business-podcast-interns-internships</a></p> <p><a href="http://www.humanrightseurope.org/2012/07/podcast-this-intern%E2%80%99s-life-%E2%80%93-lola-girard/">www.humanrightseurope.org/2012/07/podcast-this-intern%E2%80%99s-life-%E2%80%93-lola-girard/</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="http://www.cbc.ca/q/blog/2013/07/03/the-great-intern-debate/">www.cbc.ca/q/blog/2013/07/03/the-great-intern-debate/</a></p> <p><a href="http://indiatoday.intoday.in/education/story/seven-tricks-to-turn-your-internship-into-job/1/414346.html">http://indiatoday.intoday.in/education/story/seven-tricks-to-turn-your-internship-into-job/1/414346.html</a></p> <p><a href="http://www.smh.com.au/nsw/young-jobless-pay-for-internships-20140810-102e6o.html">www.smh.com.au/nsw/young-jobless-pay-for-internships-20140810-102e6o.html</a></p> <p><a href="http://www.huffingtonpost.com/sandy-malone/the-internship-debate-mes_b_4982511.html">www.huffingtonpost.com/sandy-malone/the-internship-debate-mes_b_4982511.html</a></p> <p><a href="http://www.theatlantic.com/business/archive/2012/05/unpaid-internships-bad-for-students-bad-for-workers-bad-for-society/256958/">www.theatlantic.com/business/archive/2012/05/unpaid-internships-bad-for-students-bad-for-workers-bad-for-society/256958/</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Learners write notes for their diary for the previous day, and then turn them into a report/continuous prose to prove they had the best day ever/worst day ever/worked really hard, etc.</li> <li>Highlight kinds of evidence in a range of texts – including fiction – and discuss writers' intentions.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>review examples of own writing and that of other learners, e.g. using thinking out loud activity then considering feedback and identifying targets for planning future responses/redrafting original in the light of that: spoofs, parody and satire.</li> </ul>
AO1: (R2) R3 (R4)	Analysing and explaining responses and effects	<p>Learners interrogate texts – considering their own reactions and those of others – to explore the possibility of different responses to a text.</p> <p>Use polemical texts with rhetorical devices and strong language.</p> <p><b>Top, middle, bottom</b> In groups, learners rank order three short persuasive texts for effectiveness, giving detailed reasons for their judgement. Groups are re-mixed and consider reactions to identify similarities and differences.</p> <p><b>Learning resources</b> Persuasive text, e.g. charity appeal letter. <a href="#">thinkbox - TV Ad Galleries</a></p> <p><a href="#">10 Most Effective Magazine Ads - TheMost10</a></p> <p><b>Do we agree</b> Learners identify where the reader has been positioned in an argumentative text(s) to agree with the writer, e.g. track</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>examples of use of inclusive ‘we’ and consider how far they would agree with that viewpoint/who else might agree or disagree.</p> <p><b>Why do they do that?</b> Learners identify and underline the rhetorical devices of vocabulary and syntax usage in a piece of argumentative writing, and define the purpose and effect of each of the uses, e.g. transposed word order, emotive diction. How might each be intended to influence a reader – how far might each be successful/limited in success – what happens if device is removed/a different one used in its place?</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Identify from a range of texts that most likely to receive different reactions.</li> <li>• Devise market research to investigate reactions to a text.</li> <li>• Research contemporary reactions to texts/authors and compare with present day.</li> <li>• Look at adverts from a range of countries/time periods.</li> <li>• Plan/devise an advertisement (campaign) for the school website.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• most effective way(s) to influence an audience</li> <li>• spoofs, parody and satire.</li> </ul>
AO1: R3 (R5)	Using the evidence	<p>Learners explore the ways in which evidence may be used/interpreted/presented to defend/promote a viewpoint/proposal/image.</p> <p><b>Not what the brochure promised</b> Learners read a holiday brochure and discuss and decide as a class what went wrong on their holiday in that place. Learners write and perform a role-play dialogue, based on the brochure, between a complainant and a representative of the holiday company, in which each defends their position.</p> <p>(Teacher might revisit here formal letter structure and learners suggest likely features of style to consider when writing, including aspects of tone and register.)</p> <p>Learners draft a letter of complaint to the holiday company, which mentions claims made in the brochure and explains in detail how they were misleading.</p> <p>Use real holiday brochures (local, national or international settings) or texts from a coursebook.</p> <p><b>Best candidate for the job</b> Learners in groups are given a job advertisement and three fictitious curriculum vitae (CVs) of applicants for the post.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>They discuss and evaluate the CVs, before presenting their verdict and justifying it to the rest of the class.</p> <p>Learners conduct the job interviews in role as interviewers or applicants/present application video(s)/letter(s) from one or more of the candidates.</p> <p>Notes and discussion include:            What do they say?            What don't they say?            What do they want you to think or feel?            How do you know?            How might they alter the impression they create?</p> <p>Job advert and CVs for three applicants.  <a href="#">How to Answer 'Why Do You Want This Job?' in an Interview</a></p> <p><a href="#">How To Answer: Tell Me About Yourself - Big Interview</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Consider reviews/complaints from travellers, e.g. on websites and answer them/prepare notes for a letter in response using the brochures of the company/hotel concerned.</li> <li>• Consider political speeches/videos to identify how evidence is presented and used for effect.</li> <li>• Research (online) careers advice, e.g. how to interview, best application letter, etc. to identify common features of persuasive use/presentation of evidence.</li> <li>• Write unseen perspectives, e.g. from character mentioned by another in a (fictional) text using clues from original text.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• consideration of the limitations/uses of critical responses, e.g. to texts, theatrical shows, films, hotels</li> <li>• vested interests, cultural bias, stereotypes and prejudices</li> <li>• multiple narrative perspectives in fiction.</li> </ul>
AO1: R3	Summing up the evidence	<p>Learners evaluate key information/ideas required for given purposes.</p> <p>Use a novel or play being studied in class.</p> <p><b>Eye witness report</b>            Learners adopt a character's viewpoint from a text to give an oral account of an event they were involved in/witnessed.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>The account is then modified to be used as a police statement of what the witness saw. The register should be impersonal, objective and include essential facts only.</p> <p><b>What we found out about</b> Learners devise and carry out a survey (of about five questions) among their year group to find out information relevant for a given focus, e.g. on TV viewing habits, summer holiday plans. They organise the results and use them to plan a report which they deliver orally to the class.</p> <p>Find online advice about conducting focus group research/surveys/sample questions.</p> <p><b>Building a case</b> Learners are given a wealth of possible information/material to use to plan and write an account of a recent school trip or event in no more than a set number of words, e.g. a drama production for a school magazine. Editorial teams decide on/are designated their stance, e.g. should be more like this, should never happen again, etc. and list the ideas/information they need to include and reasons why.</p> <p>Use facts and texts relating to a recent school event, e.g. names and dates, reviews and interviews with those involved, information re play/place visited.</p> <p><b>Need to know</b> Learners watch a video for a quick recipe without the sound, then devise the instructions/select and re-order jumbled up instructions from a range of possibilities including distractors, e.g. details about the host/taste/opinions. Learners consider what viewers need to know/do not need to know. View with the sound and compare to own version.</p> <p>Use online food channels/DIY sites.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Watch an extract from a play or film and write the ‘Worst summary ever’. (What do they include that an effective summary would not?)</li> <li>• Improvise telephone reports of ‘incidents’ – for emergency services, friends, as a reason for not attending work – how does information differ/why?</li> <li>• Write specific chapter or scene summaries for a literary text, which give only the main events in order/follow events in relation to one character only.</li> </ul> <p><b>Follow up discussion and feedback might include:</b></p> <ul style="list-style-type: none"> <li>• mark examples of selective summaries for sample Paper 1 tasks using content points and descriptors from the</li> </ul>



Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: (R2) R3 (R4)	Evaluating and reviewing	<p>mark scheme</p> <ul style="list-style-type: none"> <li>agree advice/tips for summary work</li> <li>who might use information from surveys/market research? how? and why?</li> </ul> <p>Learners consider information and ideas to inform their own judgements and opinions, then present their (oral) evaluations with reference to details in the original texts/material.</p> <p><b>Carry on reading</b> Learners are given outlines of three novels suitable for independent private reading, and the opening section of each, and then decide which would be the one they (or a specified reader) would most prefer to read on with and explain reasons why. (Differentiate by range/nature of texts and specifics of tasks offered.)</p> <p><a href="#">Read 'new gen' - Great Fiction for Teens and Young Adults ...</a></p> <p><b>Reading for younger children</b> Learners consider a choice/range of texts suitable for younger readers, and decide which one they would be most likely to recommend for a younger learner to read/listen to and why. In groups/pairs, they explain/script the words for an explanation of the alternatives for a magazine/video article for a website aimed at parents, suggesting/recommending up to three possible titles to encourage independent reading habits in younger children.</p> <p><b>Planning decisions</b> Learners in groups study outlines of three projects, e.g. gap year plans, proposed (local/global) developments and arrive at a consensus, after devising success criteria, on which is more attractive/worthwhile/relevant. Groups give feedback on their decision and reasoning to the class.</p> <p>Gap year materials, available online. For example: <a href="#">Planning a Gap Year - Year Out Group - Gap Year   Cultural ...</a> <a href="#">Five things to do on a gap year to boost your CV   Guardian ...</a></p> <p><b>School report</b> Learners review their workbooks/coursework/recorded tasks as available. Learners plan, organise and write their own 'school report for English' in the third person, commenting on what they have achieved this year so far, citing the evidence and suggesting areas for improvement in the near future.</p> <p>Learners' own work over the course to date/exemplar material (anonymous) from other learners.</p> <p><b>And the winner is...</b> Learners write a review (speech) of two short stories on the same theme, comparing and contrasting them and judging</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>which is more successful as if the final two in a competition.</p> <p>Use two theme-related short stories.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Rewrite the blurb/write book review for given audience.</li> <li>• Compare targets for improvement in English from a number of ‘school reports’ and draft advice to learners new to course/about to start next session, e.g. speech/leaflet suggesting things to be aware of/ways to improve, etc. based on own experience.). Future ‘recipients’ can review advice offered by these learners ahead of writing their own advice once underway themselves.</li> <li>• Write recommendations for must-read articles/stories based on own wider reading (You must read this ...).</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• nature of reviews and reviewers</li> <li>• contrasting/conflicting reviews of same thing</li> <li>• exploring attitudes to a given focus or topic, e.g. considering themed texts (literary and non-fiction) in terms of their attitude to young people – nineteenth, twentieth and twenty-first century/purpose of text/form of text</li> <li>• using the context of the text and drawing on knowledge and skills gained from wider reading to inform judgements.</li> </ul>

### Past and specimen papers

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>

## 6: Selecting and synthesising

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R1 R5	Interpreting ideas and identifying themes	<p>Learners work with texts of increasing length, complexity and challenge to select and interpret explicit and implicit ideas/data.</p> <p><b>Awards ceremony</b> Learners identify and agree explicit facts and data from a short section of video interview/(auto) biography, then remove from the list anything that has no message/significance and explore any possible messages/implications/suggestions of what is left. (Why might the person have included that episode/detail/story?, etc.)</p> <p>Learners watch/read further section(s) from the same material dealing with different aspects/more detail of the person's life/experience to confirm/modify/develop interpretation, and explain their findings to the group/class.</p> <p>Learners review any previous discarded data for significance now. Learners collaborate in pairs to script an introduction for the host at an awards ceremony where this person has won the 'Person of influence' category. The speech should outline this person's influence/significance making reference to key details/data/ideas derived from two or more sections of the original material.</p> <p>Online interviews with influential figures/celebrities e.g. Oprah Winfrey: <a href="http://www.youtube.com/watch?v=6DlrqeWrczs">www.youtube.com/watch?v=6DlrqeWrczs</a></p> <p>Biographies/autobiographies of significant figures – global/national/local: <a href="#">People who made a difference -Biography Online</a></p> <p><a href="#">Eve Claxton's top 10 memoirs and autobiographies   Books ...</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Include material from different speakers/authors in order to identify common themes and ideas and consider 'nominees' for the 'Person of influence' category – offering own recommendation with reasons.</li> <li>• Compile top ten significant figures for school magazine with recommended reading/extract for each.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• writing styles of autobiographies</li> <li>• speakers/authors of influence (including from previous centuries).</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R5 (R3)	Combining data and ideas	<p>Select and combine explicit advice from more than one text to plan for a specific purpose.</p> <p><b>Top tips</b>  Learners explore one of three different text types to identify potential material for inclusion in a short magazine feature, e.g. (Ten Top Tips for choosing a career).  Data is collected in columns – the first a direct quotation, the second idea in own words.  Learners in groups compare findings from the three texts, identify where advice conflicts/overlaps and agree (own words) ‘Ten Top Tips for choosing a career’</p> <p>Use leaflets, online videos/websites, magazine articles, e.g. How to choose you career ‘My perfect career’:  <a href="http://www.youtube.com/watch?v=BAagpdrnx-w">www.youtube.com/watch?v=BAagpdrnx-w</a></p> <p><a href="#">Young People   National Careers Service</a></p> <p><a href="#">Best and worst careers ... and why lumberjacking's just not OK</a></p> <p><b>So you want to be ...</b>  Learners research/read articles on aspects of same career/area of life to design a leaflet/speech to new entrant explaining general principles of what that work involves/how it develops as time goes on (emphasis is on drawing out themes).</p> <p><a href="#">Want an acting career? - The Guardian</a></p> <p><a href="#">How do I become ... a voiceover artist   Money   The Guardian</a></p> <p><a href="#">E.T actor Henry Thomas on how hit film changed his life ...</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Write letter to author/speaker in reaction to advice.</li> <li>• Plan interview questions for writer/speaker, e.g. following up with specific questions on areas where advice conflicts with that of others.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• facts, opinions, impartiality</li> <li>• texts to inform/persuade.</li> </ul>
AO1: R5	Interpreting and	Learners identify and consider ideas and opinions in two or three texts, written in the same form but contrasting in some

Syllabus ref.	Learning objectives	Suggested teaching activities
(R2)	balancing viewpoints and opinions	<p>way, e.g. written in/from different social/historical/geographical/political context or perspective, then present a (balanced) overview of the topic making the range/contrasts in ideas and opinions clear to their audience.</p> <p><b>Setting the scene</b> Learners plan (and present) a three- to five-minute introduction to a television documentary about a potentially controversial proposal/event, (e.g. use of prison ships) outlining key information needed to set up the programme to follow.</p> <p>Newspaper articles, letters, diary extracts from contrasting perspectives/contexts:  <a href="#">19th century prison ships - The National Archives</a>  <a href="#">BBC - Dorset - History - Portland's prison ship</a>  <a href="#">BBC NEWS   UK   Magazine   What should prisons look like?</a>  <a href="#">Fire-risk prison ship abandoned - News - The Independent</a></p> <p><b>How have times changed</b> Learners devise a short speech/magazine article to reflect on attitudes people once had to a subject compared to the evidence of attitudes now.</p> <p><a href="http://www.bodley.ox.ac.uk/cgi-bin/ilej/image1.pl?item=page&amp;seq=1&amp;size=1&amp;id=bm.1843.1.x.53.327.x.1">www.bodley.ox.ac.uk/cgi-bin/ilej/image1.pl?item=page&amp;seq=1&amp;size=1&amp;id=bm.1843.1.x.53.327.x.1</a>  <a href="#">Is Britain Still Great?   Sammy Sultan - Huffington Post</a>  <a href="http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&amp;cl=search&amp;d=HLC18950619.2.18&amp;srpos=2&amp;e=-----10-HLC-1----1railway--">http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&amp;cl=search&amp;d=HLC18950619.2.18&amp;srpos=2&amp;e=-----10-HLC-1----1railway--</a>  <a href="http://www.firstcoastnews.com/news/article/318438/3/Left-Behind-Better-to-be-safe-than-stranded">www.firstcoastnews.com/news/article/318438/3/Left-Behind-Better-to-be-safe-than-stranded</a>  <a href="http://www.virginholidayscruises.co.uk/cruise-guide/going-ashore/do-cruise-ships-ever-leave-passengers-behind">www.virginholidayscruises.co.uk/cruise-guide/going-ashore/do-cruise-ships-ever-leave-passengers-behind</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Cross-curricular work with other subject areas.</li> <li>• Editorial groups select/reject articles/introductions on basis of overview – which gives best/least biased view/what is missing, what might be contentious, etc.</li> <li>• Rework overview for specified audiences, e.g. younger learners, US/Australian audience, young offenders.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>research further views and opinions on the same topic to create class portfolio of material for closer analysis and comparison.</li> </ul>
AO1: R5 (R4)	Using and developing information	<p>Learners explore how material from other texts/sources can be used by writers</p> <p><b>Where has that come from</b> Learners interrogate a range of persuasive/argumentative texts to identify ‘ideas that may have come from other texts’ and draw up a list of the ways in which ideas and information can be used and incorporated in such texts, e.g. quotations, reference to examples, disputing others’ arguments, reported speech, etc. (List of techniques for using ideas in a new text – with new worked examples – can be presented and explained as a slide presentation/leaflet, e.g. for ‘learners new to the course’ or as a ‘revision guide’).</p> <p>Articles/arguments in response/reaction to others, e.g. letters to newspapers, words of speeches, articles and editorials e.g. re responsibility of and attitudes to/of the press:  <a href="#">News is bad for you – and giving up reading it will make you ...</a>  <a href="#">Don't Blame the Journalism - American Journalism Review</a>  <a href="#">As you gloat about newspaper cuts, please remember: We ...</a>  <a href="#">Why scientists, not journalists, are bad for your health - The ...</a>  <a href="#">Blame the press - UK Data Service</a>  <a href="#">The Record says 'Blame the press' - UK Data Service</a></p> <p><b>Developing and using material</b> Learners read discursive and argument text(s) to identify and annotate five or six separate arguments/points on a given topic. They then receive a new list of arguments/points on the same topic which they then organise and work into paragraphs using any of the ideas/information they have encountered in the text(s) read so far (e.g. by using PEE approach – adding to each Point an Extension, Explanation, Evidence, Evaluation or Elaboration).</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Consider paragraphs written by other learners to trace back to source material – which ideas were used, where</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>and how?</p> <ul style="list-style-type: none"> <li>• Compare own paragraphs with those of text from which list of arguments was taken.</li> <li>• Research to locate original texts of sources quoted/disputed, etc. and discuss treatment in text.</li> <li>• Find/match details and quotations in a more challenging text to support a set of ideas extracted from it.</li> </ul> <p><b>Feedback and further discussion might include:</b></p> <ul style="list-style-type: none"> <li>• use of textual reference in own writing</li> <li>• development versus drift</li> <li>• keeping ideas rooted in the text.</li> </ul>
AO1: R5	Selecting and synthesising	<p>Learners explore a range of texts and text types to evaluate and bring together similar/contrasting ideas and information. Ideas are considered, extended and developed to support/refine arguments and viewpoints.</p> <p><b>Triangle topics</b> Learners are given text(s) connected to a contentious topic. Learners identify for/against/neutral information and data.</p> <p>Ideas and information are then pooled, compared and organised to agree strongest ideas for/against, e.g. using a line continuum graphic organiser where information/data most strongly in support of the idea would be listed on the left hand side, more neutral information/points in the middle and anything firmly against the idea on the right hand side.</p> <p>Learners select a point/idea/fact they feel is significant and write it in on one point of their triangle. They then identify for the second point on the triangle a connected idea/counter-argument from further along the line (or swap triangles and identify this second point for someone else). Learners then consider the two pieces of information/ideas on the two points of their triangle to make their own related third point.</p> <p><b>But what about</b> Learners are designated to select ideas/information/facts either in support of or against a proposed idea and list the strongest 3–5 in the first of four columns. They use column 2 to explain how each point they have selected supports/refutes the idea... lists are then exchanged with learners from the opposing viewpoint who use column 3 to raise objections/counter-arguments based on evidence they found in the text. Lists are returned and column 4 is final conclusion/counter-based on point and counter-point.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Problem solving – activities involving learners in researching/reading/watching text(s) to select, evaluate and make use of ideas and information for a given purpose, e.g. to offer opinion and/or specific advice to an individual asking your advice, e.g. <i>Dear Friend I am thinking of ...</i> (getting a tattoo/piercing/doing a parachute jump for charity, etc.).</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>plan content in examination conditions.</li> </ul>
AO1: R5 (R1 R3) AO2: (W1–W5)	Creating new material (for a specified audience and purpose)	<p>Learners consider a range of related texts and plan the content for a text in a different form using and responding to ideas in the texts.</p> <p><b>Guide to</b> Learners plan and produce a leaflet/guide to visiting an area based on two or more examples of travel writing for that area.</p> <p><a href="#">Early adventures in travel writing   Education   The Guardian</a></p> <p><a href="#">The 86 Greatest Travel Books of All Time - Longitude Books</a></p> <p><b>Planning for a range of readers</b> Learners plan/write a series of texts in the same form aimed at different audiences and using two or more texts as the same source material, e.g. having read articles/texts on the subject, write the video scripts of advice for:</p> <ul style="list-style-type: none"> <li>parents with children about to go into hospital</li> <li>children about to go into hospital</li> <li>friends of children about to go into hospital.</li> </ul> <p>Children's experiences of hospital: <a href="#">Space to Care: Children's perceptions and experiences of ...Concerns children have</a></p> <p><a href="#">Volunteer role - Patient Experience Survey volunteer .. Through Children's Eyes - World Health Design</a></p> <p><a href="http://www.argentinaindependent.com/tag/buenos-aires-childrens-hospital/">www.argentinaindependent.com/tag/buenos-aires-childrens-hospital/</a></p> <p><a href="#">The Hospital Experience   Boston Children's Hospital</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Write letters back home to different friends/relatives following in the footsteps of the travel writer.</li> <li>Write the diary of a child/parent of a child about to go to hospital.</li> <li>Role-play the examiner – select two texts from a selection on a related theme and devise own exam style tasks (plus content suggestions list for mark scheme).</li> </ul>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>Groups compare examples of learners' writing for the same audience and agree a final draft exemplar with commentary for decisions made.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>'mark' sample answers to (specimen) Paper 2, Question 1 tasks and redraft an answer to move it into the next band up for reading.</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## 7: Comparing writers' approaches

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R2 (R3 R4)	Comparing perspectives	<p><b>Categorising</b> In pairs or groups, consider a selection of texts or sections of texts, on a related theme and organise according to given criteria.</p> <p><b>Learning resources</b> Podcasts, newspaper articles, leaflets and clips from TV documentaries.</p> <p><b>Rank order texts</b> In pairs/individually, consider three to five texts and arrive at a rank order against one of three given measures, e.g. from those taking a positive stance to those adopting a negative; those who are looking back to those looking forward; those who think there is a serious problem to those who think there is not. In groups, report and discuss findings.</p> <p>Issues initially related to general knowledge/experience/age, e.g. campaign material for votes for young people, argument for the abolition of homework, criticisms of celebrity lifestyles, environmental issues.</p> <p><b>Give marks out of 10</b> Decide marks/percentage to indicate how far each text in a selection agrees with or supports a statement of opinion/proposal/viewpoint related to the same theme, e.g. climate change is inevitable.</p> <p>Use national topics of local concern, e.g. plans for wind farms.</p> <p><b>Matching texts</b> Before reading the selection of texts, in pairs explain to a partner own perspective on the given topic. Then individually, consider the selection of texts to match one that seems to take a similar view to own perspective, one that takes a significantly different view and one that seems to be largely in line with partner's view as explained. Compare results.</p> <p>More specialised topics –controversial and opposing viewpoints argued by experts, e.g. Comparing opinions from articles: <i>My perfect weekend: Ricky the poodle:</i> <a href="https://www.bbc.com/news/health-24882488">My-perfect-weekend-Ricky-the-poodle-winner-of-Crufts-2014.html</a></p> <p>Shampoodle; <a href="https://www.bbc.com/news/health-24882488">Shampoodle-The-four-hour-wash-set-turns-Ricky-Crufts-champion.html</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>compared with BBC/RSPCA explanations for reasons they no longer support the dog show:  <a href="https://www.bbc.co.uk/1/hi/uk/7616591.stm">news.bbc.co.uk/1/hi/uk/7616591.stm</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Consider full versions of one or more of the texts in order to revisit and refine rank order/judgements made.</li> <li>• Position new texts in the rank order (allow/disallow joint positions as appropriate) and or predict reactions of others to them.</li> <li>• Research/read about the authors involved (when/where/why were they writing – match authors to pieces).</li> <li>• Consideration of texts adopting interesting viewpoints, e.g. criminal's or victim's/animal's point of view. Discuss perspective, effects and reasons for approach.</li> <li>• Plan a documentary treatment for a short TV/radio programme on the same theme (from a given perspective).</li> </ul> <p>Use a wider range of texts on controversial topic e.g. beauty pageants :  <a href="http://lestimes.com/beauty-queens-organise-pageant-for-charity/">http://lestimes.com/beauty-queens-organise-pageant-for-charity/</a>  <a href="http://guruprasad.net/posts/when-an-indian-won-miss-world-title-in-1966/">http://guruprasad.net/posts/when-an-indian-won-miss-world-title-in-1966/</a>  <a href="http://www.theguardian.com/lifeandstyle/2010/jul/11/child-beauty-queens">www.theguardian.com/lifeandstyle/2010/jul/11/child-beauty-queens</a>  <a href="http://www.dailymail.co.uk/femail/article-2874266/Miss-World-2014-goes-bilingual-medical-student-South-Africa-wants-prove-s-beauty-brains.html">www.dailymail.co.uk/femail/article-2874266/Miss-World-2014-goes-bilingual-medical-student-South-Africa-wants-prove-s-beauty-brains.html</a>  <a href="http://www.huffingtonpost.com/taylor-marsh/miss-america-pageant-sham_b_5818362.html">www.huffingtonpost.com/taylor-marsh/miss-america-pageant-sham_b_5818362.html</a></p> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• identify evidence that suggests attitude and perspective in each case</li> <li>• how perspective might be judged for less familiar subject matter</li> <li>• impressions of speaker/writer and how that might influence audience</li> <li>• define more specifically the link(s) between texts and their approach to topic/theme</li> <li>• identify more subtle differences and similarities</li> <li>• consider the difference between theme and topic</li> <li>• consider the difference between viewpoint and perspective.</li> </ul> <p>Class or group debate  Individual talk to explain/persuade  Narrative viewpoint in compositions</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: (R1) R2 (R3)	Comparing content	<p><b>Identify similarities and differences</b> Learners scan a range of different texts to identify examples of content included to influence audience. Explore and explain findings.</p> <p>Range might include text from holiday websites/property descriptions/travel writing/biographies.</p> <p><b>Spot the difference</b> In pairs, identify content points used in each or both of two texts. Learners can be provided with a list of facts/ideas/opinions drawn from the two texts (not using words from text) to locate in either/both, and/or asked to identify their own, e.g. one fact, one opinion and one idea used in each/both text(s). Compare and collate findings.</p> <p><b>Highlighting ‘hot buttons’</b> Annotate and evaluate advertisements/openings, e.g. from direct mail or fundraising material/headlines for articles or publicity for films according to the way in which they are trying to engage with their reader. Give column headings to sort examples or use colours/symbols to identify them in longer texts.</p> <p><b>Learning resources</b> Websites offering checklists, online tips and advice for copy writing or marketing strategies using emotional hot buttons.</p> <p>(Online) local, national or international newspaper/magazine articles taking differing views of the same issue, e.g. whether graffiti is art or vandalism. Topics from previous Cambridge IGCSE Reading Passages for Directed writing and/or titles previously for syllabus.</p> <p><b>Trace the evidence</b> Use graphs/tally charts to record for a range of texts instances of supporting evidence, e.g. examples, narratives, testimony, definition, figures. Select top, middle and bottom in terms of frequency. Explore and explain the differences in how each is attempting to influence their audience.</p> <p><b>Predicting points</b> Read the opening paragraph of each of two texts. Given up to 10 further facts/ideas that might be (are) used in two texts, order them (10) down to 1, with (10) the most likely to be used to support the argument suggested and 1 the least likely. Pairs write the next section of one/both text(s) using points categorised as the most likely three, and then write an alternative version using two or three of the least likely points. Compare versions between groups and with the original(s).</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Number content points and note the order in which they occur to consider more carefully structure of each argument and how they differ.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Highlight examples in the text using different colours, e.g. to distinguish between ideas/facts/opinions and comparing results.</li> <li>• Skim two or more texts for gist, and then scan to remove either all of the facts or all of the opinions and compare results.</li> <li>• Include/reveal more than one text from same writer, compare and explore judgements made about the ideas and opinions in texts/how views were conveyed/purpose of text/intended audience.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• differences in content included and omitted in each text</li> <li>• points which can be used by both sides in a debate</li> <li>• consideration of what is explicit and what is hinted at or implied</li> <li>• how, when and where facts are used in each text</li> <li>• repetition of facts/ideas/opinions repeated</li> <li>• use of anecdotes/storytelling, examples, statistics, quotations, hints, suggestion, rebuttal, projection/speculation</li> <li>• modes of persuasion (ethos, pathos, logos)</li> <li>• directed writing.</li> </ul>
AO1: (R1) R2 R4	Considering and comparing language choices	<p><b>Replacing language choices with alternatives</b> Using adapted versions of original texts, learners undertake cloze activities, predict language choices from a list of possibilities and/or change language decisions between two or more texts/sections of text and compare/consider subtleties in effect.</p> <p>Wikipedia/online search including advertisements, poems, songs.</p> <p><b>Swapping selected vocabulary</b> Given a list of vocabulary taken from up to five themed texts, predict what might be used to complete blanks in each of two of the texts. Compare results using (online) dictionaries to consider precise differences and/or thesaurus to identify further alternatives. Reveal and compare to actual choice. Alternatively, pairs select three to five examples of the 'most effective' vocabulary and switch between texts. Discuss difference/effect in new context.</p> <p>Use (Online) dictionaries, e-readers</p> <p><b>Focus on different ways of saying the same thing</b> Learners categorise examples/consider snippets of language from texts with a similar broad purpose to consider when, where and why each might be used, then find/match with examples in further text(s), e.g. proposing new ideas:</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>(1) 'A new homework policy is going to be implemented.'</p> <p>(2) 'We need to try a new homework policy.'</p> <p>(3) 'Why don't we try a new homework policy?'</p> <p>(4) 'Do you think a new homework policy would help us in this situation?'</p> <p>(5) 'Perhaps we should take a look at one of these alternatives to our current homework policy.'</p> <p>(6) 'I wonder if we could be heading for difficulties with our current policy...'</p> <p>(7) 'I intend to implement a new homework policy.'</p> <p>(use of command/team obligation/suggestion/query/preference/hint/personal statement of intent)</p> <p>Use letters and announcements around school, in the local press and/or on large company/government websites.</p> <p><b>Extending technical vocabulary</b> Learners are given appropriate terms and generalised examples for each, match relevant technical term to examples from two texts – use terms as column headings to find further examples in further texts. Learners consider the nature of the examples and agree own definition for the original terms and explanation of why they might be used – compare with explanations found online, e.g. vague language/colloquial language/jargon.</p> <p><b>Technique bingo</b> Pairs/groups spot examples in given texts of selection of features listed as if on a bingo card – play as a competitive activity against other pairs/groups (adapt by categorising the lines of features, allowing pairs to select text they want to play with) and call features from the front. Emotional/personal/impersonal/stylistic – or revisit and add to earlier notes. Select a pair of texts you think most likely to win which cover different techniques.</p> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• expectations of audience/reception of ideas/context</li> <li>• use of hedges/hedging – might be, every hope that, probably, could be seen, usually, suggests, indicates, perhaps, I'm not an expert but (cautious language, allowing for disagreement/to reduce the likelihood of opposition/appear balanced)</li> <li>• use of (excessive) politeness/apology - putting the speaker in an inferior position or seeking to be thoughtful and non-threatening towards the other person: <i>I'm hope you don't mind me asking, but I'd really appreciate it if you could help me. Have you had a chance to look at the menu?</i> <i>I'll just put the bill on the table for whenever you're ready.</i> <i>I'm hoping to come to the party on Saturday, but I'm not sure if I'll be able to.</i> <i>I am sorry I'm late, the traffic was awful.</i> <i>I am sorry to hear about your illness.</i></li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• euphemisms for similar ideas – kicked the bucket/passed away/popped his clogs</li> <li>• tag questions seeking agreement. <i>You would do that, wouldn't you?</i></li> </ul> <p>Composition writing</p> <ul style="list-style-type: none"> <li>• Directed writing</li> </ul>
AO1: R2 R3	Considering and comparing influence	<p><b>Judging effect</b> Learners consider levels of influence/interest for given audience.</p> <p><b>Learning resources</b> e.g. education/school sports/internet/reading and books.</p> <p><b>Plan the guest list</b> Given a selection of texts, learners decide which of their writers (numbered not named) to invite to be on one/more specified TV shows: Interviewed as a guests on a chat show (which might be most likely to entertain with their ideas and opinions). Included in a documentary on the subject (which is most likely to inform/be convincing as an expert). Panel guest(s) in a live debate, e.g. which is most likely to provoke controversy and/or persuade the studio audience. Recommendations (in speech/writing) are made to as to which writer(s) to invite and why, using evidence from the original pieces to illustrate/support judgment. 'Editorial team' (group or class) accept/reject ideas.</p> <p><b>Fantasy radio show</b> Given (unnamed) opinion/persuasive pieces on the same/similar topics from politicians/public figures/celebrities/sports stars, pairs select two or three that are similarly effective but contrast in some way to 'appear together'. Devise and perform trailer(s) for the upcoming show with suitable quotations from the text(s) to highlight some of the interesting differences and/or similarities.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Write/improvise the interview (role-play considering questions a host might ask the invited guests - answers in style of original).</li> <li>• Choose a different topic that might interest the same audience and write the opening section in the style of the most influential writer/speaker.</li> <li>• Conduct market research, e.g. testing articles using a suitable focus group (learners can be given/invent questions to test reactions of readers).</li> <li>• Conduct an experiment to test how far interviewees agree with given statements before and after exposure to</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>selected text(s) designed to persuade. Discuss findings.</p> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• use of humour/shock tactics to influence</li> <li>• tone of voice, emphasis, pace</li> <li>• clarity of message/coherence of argument.</li> </ul>
AO1: R2 R3 R4 AO3: (SL1–SL5)	Developing analysis	<p><b>Presentations</b> Learners prepare and present to class presentations explaining and comparing texts from a wider selection, having been given/agreed checklist of features/areas to consider.</p> <p><b>Revision guide</b> Initial texts for comparison are suggested by pairs/groups selecting from class resources and/or identifying through research. Class agrees a short list of texts connected in some way, e.g. form/purpose/topic/theme and draw up plan of areas any comparison should cover. Groups select and present, e.g. as an online video, ‘Guide to Comparing IGCSE Texts’.</p> <p><b>Speed dating</b> Having prepared ideas on a text individually, learners sit in two circles facing each other and have one minute each to explain how their text works and establish what they have in common/what their differences are before the outer circle moves on and new pairs are formed.(Process is repeated as required to offer a range of potential ‘matches’). Individuals can then match their own text with the one they feel most able to compare to and explain their choice to class and write a written comparison.</p> <p><b>Audience participation</b> ‘Audience’ groups discuss comparisons of a range of paired texts, e.g. two leaflets, two sections from opening chapters, two letters of complaint, two speeches and make notes of questions/comments ahead of watching first presentation. Presenting pairs meanwhile prepare presentations on just one pair of texts. Each of the allocated pairs presents comparisons of their texts, and then one/two from each presentation pair visits one/more of audience groups to identify where further explanation is necessary and group works together to refine presentation.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Devise suggested content list for ‘mark scheme’ comparing two of texts, e.g. ‘reward a point about...’</li> <li>• Mark/react to others’ explanations using skill descriptors, e.g. how ‘perceptive’ – did the marker notice something that the ‘answer’ didn’t?</li> <li>• Case study of a minimum of two texts on related theme (of interest to learner/their choice – can make available selection of texts and/or encourage learners to find their own). Wall display/explanation to group/screencast.</li> </ul>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Pairs have time to annotate a previously unseen pair of texts then make a note on first row of grid of a point of comparison – similarity/difference they think they'd make then pass the grid on to next pair. Receiving pair reads what is on list so far, then adds something else not mentioned so far/something that links to the last point and passes grid on. (Differentiate by highlighting text copies/offering key words or column headings on grid/scaffolding examples.) Can limit to one pair of texts, then write the comparison in groups, or circulate up to three pairs and form groups with the same pair on final move.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>• make connections between comparison points</li> <li>• organise comments and structuring explanations</li> <li>• use of graphic organisers to illustrate connections.</li> </ul>
AO1: R1–R5	Independent wider reading	<p>Learners encounter and read from a range of suitable texts and text extracts, responding in various ways.</p> <p><b>Reading diaries</b> Learners are given a reading list to read independently and keep a reading diary over a half term/term. Reactions to texts are compared at the end of the time period.</p> <p><b>Try this one</b> Learners present book (oral/written) reading of a sample to interest their audience and suggest why they might enjoy the text.</p> <p><b>Book challenge</b> Accept a book challenge. Books suitable for the age/ability/interests of learners are wrapped in paper to conceal the cover – learners accept the challenge to read the text, whatever it is (can offer an agreed suitable reward as further incentive if required).</p> <p><b>Reading to young children</b> Learners read to younger learners – relatives/visit primary classes and read stories they think they might enjoy, either from their own experience/from a selection provided in class. They observe the children's reactions to the stories and write an article recommending the best to parents/adults to read to them.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Read stories for children written in previous centuries.</li> <li>• Research/read stories and magazines aimed at pre-teens to identify those that might be suitable to recommend on a webpage for pre-teen readers.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Read a range of texts from a given genre/by a given author and prepare a presentation.</li> <li>• Read snippets taken from essays/articles to choose one to read more of and report back to class.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• periodicals, newspapers, magazines for independent reading</li> <li>• non-fiction reading recommendations</li> <li>• attitude to reading and reading habits.</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## 8: Directed writing

Syllabus ref.	Learning objectives	Suggested teaching activities
AO2: W1–W4	Voice, audience, register and purpose (VARP)	<p>Learners research the importance of considering VARP when planning written responses and consider a range of texts and writing tasks with this in mind.</p> <p>Diary entries, news reports or other non-fiction texts containing named people, including those available in online collections, e.g.: <a href="http://ocp.hul.harvard.edu/ww/diaries.html">http://ocp.hul.harvard.edu/ww/diaries.html</a></p> <p><a href="http://www.history.ac.uk/ihr/Focus/Victorians/diary.html">www.history.ac.uk/ihr/Focus/Victorians/diary.html</a></p> <p><b>Change the VARP</b> Having identified VARP in a given text, learners transform one or more of these. For example, given a piece of non-fiction writing, such as a diary entry or news report, learners are given instructions to vary one or more aspect of VARP, e.g. redraft it into a different register (more or less formal) and/or person, and/or for a different audience. New versions are considered by class/group to identify new VARP.</p> <p><b>Mark the VARP</b> Learners devise their own marking criteria/features they think that the examiner might look for in sample directed writing task, e.g. maintaining a consistent point of view; maintaining coherence and consistency across a text. Compare own marking criteria for writing with relevant sections of actual mark scheme. Rank order a selected range of sample learner answers for that task (can agree marks or just levels). Redraft a mid-range answer to move up the relevant descriptors by one or more levels/bands.</p> <p><b>Create the voices</b> Learners in pairs write and perform a dialogue between two personae from a non-fiction text(s), conveying their views and attitudes to a separate, though related topic, and distinguishing them through the choices of language given to each. Pairs perform dialogues and decisions are discussed, reviewed and refined ahead of the next activity. Learners plan a response to a Directed Writing task (with a given audience and purpose) from the perspective of one of the personae, making clear not only the content but what kind of vocabulary, sentence length and degree of formality will be used. Learners then use their own plans/those drawn up by other learners to write part/all of the response.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Review part of a response completed so far/initial draft and/or plan according to selected strand(s)/bands from</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>marking criteria, followed by the opportunity to redraft work/modify plan in the light of that before completing/presenting the response.</p> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>review advice available for learners re VARP, e.g. in text books and online, in order to identify how useful and refine for class revision sheet/website</li> <li>consider VARP for a selection of nineteenth, twentieth and twenty-first century texts.</li> </ul> <p><a href="#">BBC - GCSE Bitesize: Genre, audience, purpose and style ...</a></p>
AO2: W1–W5 AO1: (R2 R4)	Writing a report/newspaper report	<p>Learners consider the nature of different reports – their function and form and study features of a range of texts including those suitable as models for their own writing.</p> <p>Use coursebooks and online texts.</p> <p><a href="#">BBC - GCSE Bitesize: Types of newspaper articles</a></p> <p><a href="#">How to write the perfect newspaper article - YouTube</a></p> <p><b>Researching range</b> Learners research and compile a list of examples where reports are used in real life, e.g. by asking parents, researching online, considering their own experience. Alternatively, a range of extracts taken from reports are used to draw up a list of their likely contexts, e.g. range might include newspaper reports, memos, progress reports, annual reports, research paper, minutes from meetings). Learners select/are given part of one type of report and continue the report with the next section/sentence in the same style. Continuations are discussed in terms of choices made, e.g. vocabulary, sentence structure and voice.</p> <p>Examples of reports online, e.g.: <a href="http://www.hart.ro/upload/reports/enFile29.pdf">www.hart.ro/upload/reports/enFile29.pdf</a></p> <p><a href="#">NHS Future Forum - Gov.uk</a></p> <p><a href="#">SparkNotes: Animal Farm</a></p> <p><a href="http://www.shmoop.com/animal-farm/summary.html">www.shmoop.com/animal-farm/summary.html</a></p> <p><a href="http://www.online-literature.com/orwell/animalfarm/11">www.online-literature.com/orwell/animalfarm/11</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="http://sites.scran.ac.uk/lamb/cholera.htm">http://sites.scran.ac.uk/lamb/cholera.htm</a></p> <p><b>Writing newspaper reports</b> Learners agree/research what to look for in newspaper articles and what to remember when writing own, e.g. they might refine advice from online videos for learners in the year below. Practice in writing newspaper reports can draw on events in school/fictional texts, e.g. 'In no more than X words outline the problems that occurred when...'</p> <p><b>Odd one out</b> Learners skim-read newspapers and select two short newspaper articles. They copy and paste the text of the articles, then write a third article in the same style – imitating the originals. Learners prepare and present the three articles to the class along with an outline of features of each they feel are typical of newspaper style. The rest of the class identify which article is not an original and which features gave it away.</p> <p><b>Summary reports</b> Learners compare different styles of summary reports which have been written for different audiences and purposes, e.g. overview of findings, recommendations, overview of plots, character outlines. Learners consider audience and purpose for a given report scenario, then use a list of information to write a section of the report as they think it would be, before comparing it with the original and the decisions made by original writers – including errors/felicitations of expression perhaps. Alternatively, use the original report to identify in one colour the key points made, e.g. a summary of findings and use a different colour to identify interesting language features, such as where they have difficulty in following and why that might be: unfamiliar or technical vocabulary, complex sentence structure, etc. and/or decisions, re register, e.g. in study guides for different readerships.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Write character summaries for personae in non-fiction texts.</li> <li>• Summarise as a report for the Head Teacher, the recommendations/views from a formal debate/discussion in class on a topic of current interest to the school community.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• review and compare examples of (newspaper) reporting from nineteenth, twentieth and twenty-first century passive/active voice.</li> </ul>
AO2: W1–W5 AO3: (SL1–SL5)	Writing a letter	<p>Learners consider a range of examples as potential models for their own writing, including those designed to discuss, argue or persuade, e.g. through emotional impact and those making use of formal letter writing structure and style. Learners plan, write and redraft letters for different purposes and audiences.</p> <p>Use a coursebook for guidance on letter format, tone and language, and/or letter writing.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Transforming texts</b> Learners consider the features of (part of) a given letter text and transform it given a new audience, e.g. redraft a letter to a friend in colloquial style to an official one complaining about the same incident; change a letter from the Head Teacher to parent(s), about an incident/event which happened in school into one written by a learner to another learner who missed it.</p> <p><b>Learning resources</b> Letter to a friend giving an account of a classroom event in which the writer was involved.</p> <p><b>Emotional appeals</b> Learners study samples of charity appeal letters and note the persuasive/rhetorical devices. They then research a topic of their choice/are given details in order to write an appeal letter to raise money. Learners discuss in groups which of a selection of letters from these charities/good causes should receive an anonymous donation from a well-wisher.</p> <p><b>Learning resources</b> Real or created published letter from a newspaper on a local issue, e.g. plans for development in the area.</p> <p><b>Rank order exemplar exam responses</b> Learners consider a number of responses to the same examination task in terms of their writing (can consider writing band/mark). Using relevant sections of the mark scheme, they identify the features (strengths) of the writing in the answer which make it more successful as a response. They then identify those features (weaknesses) of writing in the answer judged to be the lowest of the selection in terms of writing mark. Learners select one of the mid-range answers they feel they could improve and redraft a response to approach the standard for writing of the one above it. (Differentiate by starting point and relative level of the responses, e.g. lowest to middle, middle to highest.)</p> <p><b>Writing in role</b> Groups of four choose a literary character from a text they are studying to be hot-seated and each learner in the group decides on a relevant question to ask the learner in role. The role-play is conducted, with notes being taken. Learners write up the transcript of the interview in Question and Answer format. Learners work in pairs to write and reply to each other's letters requesting information and advice about an aspect of their school, e.g. about the curriculum or dress code, in role as potential parent and Head Teacher.</p> <p><b>Writing to persuade</b> Learners in pairs use an advertisement as the basis for the planning and performing of a dialogue between two people, who disagree about the desirability of the product. Learners write a letter to a competition to win the product concerned by explaining its desirability, countering criticisms and suggesting how it would add to their life experience by owning it.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Use TV, Online or magazine advertisements for suitable products.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Answer letters, e.g. letter sent home to explain to the teacher/Head Teacher their son/daughter was not to blame; responding to a letter published in a newspaper by writing to the editor to disagree/agree with its views.</li> <li>• Write a letter to the author of a literary text studied in class/the director of a film version of the text, arguing that the ending is unsatisfactory in some way.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• letters in fiction</li> <li>• emails</li> <li>• corporate letters</li> <li>• persuasive techniques and rhetorical devices.</li> </ul>
AO2: W1–W5	Writing a magazine article	<p>Learners, using models and support material, consider and experiment with the writing structure and style possibilities for magazine articles. Articles from a range of magazines are considered – including those from the nineteenth and twentieth centuries.</p> <p>Online/textbook guidance on article format and style. Online lists/descriptions of magazines, e.g.:</p> <p><a href="http://www.magazines.com/the-vegetable-farmer/1509950-MA,default.pd.html#q=farmer&amp;start=1">www.magazines.com/the-vegetable-farmer/1509950-MA,default.pd.html#q=farmer&amp;start=1</a></p> <p><a href="http://www.magazines.com/progressive-farmer/8109-MA,default.pd.html#q=farmer&amp;start=1">www.magazines.com/progressive-farmer/8109-MA,default.pd.html#q=farmer&amp;start=1</a></p> <p><b>Matching audience and purpose</b> Learners are given the titles of magazines in related areas along with descriptions of them with names removed, learners match magazine to reader/description, then identify from which magazine given article(s) have come. Complete cloze exercises for a further article.</p> <p><b>Class/school magazine</b> Learners plan as a class a school magazine article based on an informative text, e.g. about a new educational method, IT resource, or scientific discovery. Learners are allocated a section to write and class/group draft final article from contributions.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Feature article</b> Learners choose a topic of personal interest, e.g. a sport, cause or hobby, and write an article explaining the subject and its appeal. In groups, learners consider each other's articles and suggest what else they might want to know/what they'd be interested to know more about/what the activities have in common/how they differ. In groups/class learners then write the introduction and conclusion for an article for a school magazine to persuade readers to be more proactive – and then rework their original material individually to write the body of the article in the same style.</p> <p>Use an informative text on a topical educational issue.</p> <p><b>Broadening the audience</b> Learners in pairs read articles from pressure groups/special interest magazines/trade magazines, and then role- play an interview between a journalist and someone who might be involved with leading a campaign connected to one of the articles. They then rework the original piece as an article for a community magazine/balanced article for a further non-specialist magazine type.</p> <p>You will need internet access for biographical research, e.g. Bibliomania website provides data on famous historical figures: <a href="http://www.bibliomania.com/">www.bibliomania.com/</a></p> <p><a href="#">Englishbiz - GCSE English and English Literature Revision ...</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Research the biographical data of a chosen famous person (local/national/global) and turn it into an article for a local/national/school magazine which discusses the person's influence.</li> <li>• Discuss which out of a choice of up to five famous (local) writers should be honoured, e.g. by stamps/statue/piece of artwork/road named after them) and write a feature article for local magazine summing up the results and reasoning.</li> <li>• Cloze exercises using modified articles and comparing own choices with those of the original.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• compile a class scrapbook of articles covering a range of purposes/audiences</li> <li>• research changing patterns in magazines</li> <li>• review samples from nineteenth and twentieth century magazines and periodicals.</li> </ul> <p><a href="#">Where next for magazines? Top publishers ... - The Drum</a></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
AO2: W1–W5 AO3: (SL1–SL5)	Writing the words of a speech	<p data-bbox="654 244 1256 272"><a href="#">The Future of Print Magazines   Design*Sponge</a></p> <p data-bbox="654 308 2056 400">Learners research a range of examples provided by the teacher to identify common features and draw up advice for constructing the text of a speech, along with a checklist of ways to interest/influence an audience. They then plan, write and redraft after feedback a number of speech style responses for different audiences and purposes.</p> <p data-bbox="654 432 1720 461">Use coursebook guidance on speech format and language and argument writing structure.</p> <p data-bbox="654 493 779 521"><b>Editorials</b></p> <p data-bbox="654 525 1977 582">Learners are given newspapers from which to choose a current affairs topic which interests them. They then use information from a selected report to write an editorial giving the newspaper’s views and stance on the issue.</p> <p data-bbox="654 614 1003 643"><b>Both sides of the argument</b></p> <p data-bbox="654 646 2069 738">Learners in pairs are given the points for both sides of an argument and produce a speech and counter-argument for the topic. Each partner delivers one of the speeches in turn whilst the other makes notes. Notes are reported at the end to identify targets for improvement and plan/structure revisited.</p> <p data-bbox="654 770 842 799"><b>Taking a stand</b></p> <p data-bbox="654 802 2029 860">Learners study an informative text on a controversial subject, e.g. university tuition fees, sporting salaries, a new law, and write and deliver a speech against the topic.</p> <p data-bbox="654 892 1648 920">Guides to speech making, transcripts of speeches by influential/famous people, e.g.:</p> <p data-bbox="654 924 1391 952"><a href="#">Great speeches of the 20th century   From the Guardian ...</a></p> <p data-bbox="654 984 1422 1013"><a href="#">The Complete Text Transcripts of Over 100 Barack Obama ...</a></p> <p data-bbox="654 1045 1317 1074"><a href="#">BBC News - Transcript: Cameron speech on Europe</a></p> <p data-bbox="654 1106 1420 1134"><a href="#">Full text of David Cameron's 'no going back' speech - The ...</a></p> <p data-bbox="654 1166 1173 1195"><a href="#">British Political Speech   Speech Archive</a></p> <p data-bbox="654 1227 1404 1256"><a href="#">BBC NEWS   UK   Politics   Full transcript of Blair's speech</a></p> <p data-bbox="654 1287 1339 1380">National newspaper editorial columns (newspapers available free online, e.g. Paperboy website: <a href="http://www.thepaperboy.com/uk/">www.thepaperboy.com/uk/</a>)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Changing speaker and context</b> Learners in pairs identify for and against ideas in a discursive passage, e.g. on the benefits and dangers of social network sites, home schooling, lessons on happiness, etc. and outline the paragraph plan of the words for a speech for/against the topic. Plans are discussed to ensure coverage of material and then learners are allocated a specific speaker/context and decisions they might need to make are discussed. For example, what language features might they need to consider when speaking now? Will they need to adapt their original plan? Pairs revisit the original plan and structure, to script a speech for their given context, e.g. Head Teacher to deliver in a school assembly/ a learner representative to deliver to governors/a politician to deliver to parliament.</p> <p><b>Writing the opening</b> Learners consider advice available for an occasion where someone unused to public speaking might be required to give a speech, e.g. leaving a job, at a wedding, at prize day to redraft one or more examples. Write short exemplars of openings – how to/how not to – for discussion in class.</p> <p><a href="#"><u>Wedding Magazine - 10 of our favourite wedding speeches</u></a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• One-minute speeches covering only the essentials of an argument, and then sum up.</li> <li>• Compare speeches for the same occasion/on a similar topic but from different eras and present findings to the class.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• consider effect on audience/impact of rants/impassioned appeals (including comic routines, rousing speeches before battle, etc.).</li> </ul>
AO2 W1–W4	Writing a journal/diary	<p>Learners consider and work with some examples of journal writing/diary entries to suggest the reasons/purpose for writing in each case, annotate examples for features of style/form and use as models for their own writing.</p> <p><b>Reflecting on events</b> Learners in pairs complete the other half of a dialogue text, which has one speaker's speeches removed, by inferring the likely content from the previous and following speeches. Learners then write the journal entry for one of those involved at the time the 'conversation' happened.</p> <p>Dialogue text, e.g. a parent making a complaint to a Head Teacher, with half the speech removed.</p> <p><b>Recording events</b> Learners write their own diary for a week having been told they will share it in class, then read and consider a number of extracts from published versions of 'private' diaries – fiction and non-fiction, e.g. to identify function/purpose/effect of</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>audience.</p> <p>Extracts from diaries/journals:  <a href="http://www.leechdiaries.com/diaries/Thomas-1837/">www.leechdiaries.com/diaries/Thomas-1837/</a></p> <p><a href="#">Eleanora's Legacy: Focusing on a Girl's Diary from the 19th ...</a></p> <p><a href="#">Edited extracts from Prince Charles's travel journal - Telegraph</a></p> <p><a href="http://www.discoveringantarctica.org.uk/5_diaries.php">www.discoveringantarctica.org.uk/5_diaries.php</a></p> <p>Individual diaries:  <a href="#">Anne Frank arrested 70 years ago today: Read her last diary ...</a></p> <p><a href="http://annefrank.com/about-anne-frank/diary-excerpts/">http://annefrank.com/about-anne-frank/diary-excerpts/</a></p> <p><a href="#">Harry Drinkwater's lost diary from the Great War   Daily Mail ...</a></p> <p><a href="http://www.nzhistory.net.nz/media/photo/gwbollinger">www.nzhistory.net.nz/media/photo/gwbollinger</a></p> <p><a href="#">First World War.com - Memoirs &amp; Diaries</a></p> <p><b>Character diaries</b>  Learners choose/are allocated a character on the edge of a scene from a studied text and/or someone at odds with the narrator to plan/write their diary entry. Suggested content may also be given as appropriate, e.g. to help keep the focus on writing skills.</p> <p>Keeping diaries:  <a href="#">10 reasons why you should start keeping a diary ...</a></p> <p><a href="#">Do people who keep diaries secretly hope someone will ...</a></p> <p><a href="#">Keeping Diaries Increasingly Common Among Teenage ...</a></p> <p><a href="#">BBC NEWS   UK   Magazine   Dear diary, why do I have you?</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Compare diary extracts by different writers dealing with the same event.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Annotate an extract from a nineteenth century diary, e.g. to highlight unfamiliar vocabulary.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• blogs and online posts</li> <li>• celebrity diaries</li> <li>• trends – do people still keep diaries?</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## 9: Composition writing

Syllabus ref.	Learning objectives	Suggested teaching activities
AO2: W1–W5	Persona, viewpoint and character	<p>Learners consider a range of suitable (short) extracts and discuss the usage, benefits and limitations of first and third person perspective, including 'one', in both singular and plural. Learners experiment with the effect of altering perspective.</p> <p>Use props/costume items, e.g. glasses, hats, shoes, walking sticks.</p> <p>Newspaper report of a crime.</p> <p>'Day in the Life' type magazine profiles presented as monologues.</p> <p><b>Split perspective</b> Learners in pairs study a news crime report and turn it into two statements, one made by the victim, and one by the perpetrator of the crime, in order to understand how change of persona changes perspective.</p> <p><b>Consider perspective</b> Learners in pairs revisit a narrative extract from a novel or short story they have studied, in the first or third person. They discuss, and feedback their views to the class, if/how a change of person would also change the content, register and reader positioning. Learners rewrite the incident, giving the narrative voice to a different character and adopting a different viewpoint.</p> <p><b>Third person narratives</b> Learners find/read extracts from narratives where a third person narrator is:</p> <ul style="list-style-type: none"> <li>• a specific character within the story</li> <li>• not involved in the narrative and 'all knowing'</li> <li>• limited to what a single person observer would know.</li> </ul> <p>Learners consider the likely effect of perspective/experiment with writing or plan their own narratives for at least two of the options. For example, using a third person narrator – involved or separate from the story – learners introduce a character to the reader for the first time. (Differentiate by stimulus material/scaffolding offered, e.g. situation – you meet on a train, or the character knocks on your door asking for your help).</p> <p>Extracts from a selection of texts, including some suitable for independent reading to encourage learners to continue reading outside lesson time.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Novel/short story studied by the class.</p> <p><b>Show don't tell</b> Learners research the approach of 'Show don't tell' (i.e. letting a reader make their own judgements encouraged by clues and details in the text, rather than by the writer telling them what to think – offering images not facts). To illustrate and explore further:</p> <p>Learners consider sequences involving characters from films to decide what is suggested by the way they dress, the way they move, etc. Learners select up to three props/items of costume to create a character suggesting gender, age, job, attitudes, experiences, etc. along with stage directions for someone playing this character in a film to describe how exactly they might enter a room/walk across the road, etc.</p> <p>Learners read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves in one colour, e.g. is brave/a snob/eccentric and any clues they think have been given about the character in another. Nature of the clues is discussed and evidence revisited for closer examination.</p> <p>Learners produce introductory paragraph(s) for their own character considering specific details of language they might use, e.g. verbs used to describe movement– (<i>she burst in to the room</i>), or speech (<i>'Never,' she snarled</i>), specifics of appearance/clothes/props (<i>she gulped the cold tea from the mug</i>), etc. Other learners consider clues in this narrative introduction and suggest the image it creates in their mind – what sort of person is this?, what might happen in the narrative that follows?, etc. Original writers receive feedback and refine introduction in the light of it.</p> <p>Learners consider narrative response written in the third person created/selected by the teacher. They identify a fact offered re a character, e.g. <i>Mrs Brown was fat and didn't care about other people</i>. and write a paragraph showing the same idea(s), e.g. <i>Mrs Brown squeezed herself in to the last available seat on the bus. She heaved her shopping bag up onto her pink marshmallow knees which peeped out with some embarrassment at the unfortunate passengers still waiting in the queue.</i></p> <p>Online tips and advice to writers re 'Show don't tell': <a href="http://en.wikipedia.org/wiki/Show,_don't_tell">http://en.wikipedia.org/wiki/Show,_don't_tell</a></p> <p>Examples selected from learners' writing, created by the teacher and/or adapted from studied texts.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Suggest more specific vocabulary choices for given character description, e.g. waddled, strode, sneaked, stumbled, crept.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• Review ‘Show don’t tell’ advice and consider its benefits/possible limitations.</li> <li>• Compare introductions for character types, e.g. villains in stories.</li> <li>• Prepare and perform a ‘talking head’ monologue, in an appropriate voice for the character being interviewed about a typical/important day in their life ahead of returning to introduction of the character and reworking/continuing the piece.</li> </ul> <p><b>Further feedback and discussion might include:</b></p> <ul style="list-style-type: none"> <li>• considering novels/stories told from multiple perspectives</li> <li>• portrayal/use of characters/personae in non-fiction texts.</li> </ul>
AO2: W1–W5	Whole-text and sentence structures	<p>Learners study examples of narrative and/or descriptive text containing a mixture of simple and complex sentences, and discuss the effect of each type of sentence in context and their contrast, and the importance of using a variety of sentences to engage the reader.</p> <p>Use a selection of passages exemplifying contrasting use of sentence structures.</p> <p><b>Using the mark scheme</b> Learners trace W3 criteria through bands on Paper 3 composition mark scheme. They consider examples of their own writing in terms of sentence variety and structure. Learners agree band for responses and identify how to modify sentences to move to next band up. (Differentiate by level of support, e.g. modelling possible changes for one section of writing and then moving to working individually/in pairs).</p> <p>Use writing structures for narrative and descriptive compositions available at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Writing frame experiment</b> Teacher gives half of the class a structure/writing frame for all/part of a narrative/discursive composition. The other learners are asked to write the same composition without using the frame. Pairs/groups compare the results. (Differentiation through form of frame offered/which learners are given frame(s)).</p> <p><b>Point of the paragraph</b> Learners consider examples of text to revise/identify the reasons for a change of paragraph (change of time, place, direction or topic). Learners, in pairs, put paragraph breaks in (part of) a short story where they have been removed and label the narrative stages. The original version of the text is compared with their decisions.</p> <p><b>Learning resources</b> Short stories, narratives and descriptive texts (available from websites) with paragraph breaks removed.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Successful learner narratives/descriptions selected from relevant coursebooks.</p> <p><a href="http://grammar.about.com/od/stylecrapbookpassages/a/walkerblue.htm">http://grammar.about.com/od/stylecrapbookpassages/a/walkerblue.htm</a></p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Learners create their own writing frames/structures using samples of successful responses, e.g. noticing how details re setting can be sprinkled through the story.</li> <li>• Learners identify the sentence structure features of a piece of narrative writing and continue it in the same style.</li> <li>• Learners use website material, e.g. results of search ‘vary your sentences’ then revisit a draft or earlier response and highlight where changes might be made to interest/engage their reader.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• definition/acceptance/usage of and attitudes to sentences including minor sentences, one word sentences and consideration of intended/likely effect according to context, e.g. opening of <i>Bleak House</i>/opening of learners’ own writing in examination.</li> </ul>
AO2: W1–W5	Descriptive writing	<p>Learners skim-read a wide variety of descriptive passages around the same topic/theme to identify examples of decisions made by their writers, e.g. of images/vocabulary used/changes in position or time. Examples are collected in a bank of resources for use in later activities. Texts might focus a specific event/place, e.g. a snow storm, procession, crowded market, top of a mountain, sunset, beach, etc. and may be for different purposes/audiences and/or from different centuries. Learners experiment with different ways to describe the same thing, e.g. changing decisions made by the original writers and consider effects.</p> <p>Using the bank of images and vocabulary drawn from studied texts, learners write a paragraph of negative description and paragraph of a positive description about a further event/place (e.g. an overgrown garden, a busy airport). Class discuss the different uses of language to create each atmosphere, words/images they were able to re-use in different ways in the new description.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• coursebook material on descriptive language</li> <li>• set of picture postcards or calendar pages</li> <li>• descriptive passages from novels, e.g. <i>Lord of the Flies</i>.</li> </ul> <p><b>Say what you see</b></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners in pairs take turns to describe and draw a picture, e.g. postcard of a place/photo of a house from a property website and then compare the drawing with the original. Comparison should focus on identifying where sufficient/accurate detail was not provided/where more specific detail might usefully have been included.</p> <p>Learners in pairs work on an example of less successful descriptive writing to identify the weaknesses and suggest improvements.</p> <p><b>The place I find myself</b> Learners write 50 words describing the room they are in, without repeating any word. Descriptions are compared and effective choices selected and combined into an exemplar piece. Learners then hear/see details for a new room, make notes and write their description of the place in which they find themselves, e.g. 221b Baker Street.</p> <p><b>Mind maps</b> Teacher puts phrases on board connected to specific descriptions in texts, e.g. storm at sea, ruined house, area of drought. Learners make mind maps for one or more phrases, each representing the five senses, e.g. stinging saltiness, mouldy damp, parched craters. Learners consider and compare the original description with their mind maps.</p> <p><b>Mood music</b> Learners listen to a piece of music taken from the soundtrack of a film/TV drama. Learners simultaneously write a description of the scene the music conjures in their mind: the shots on camera they might expect to see if this were background music/the nature of the scene they are expecting. Ideas are shared. The original is replayed, this time with the images and learners discuss how this interpretation compares with their own. Learners write a description of what is happening on screen reflecting the mood of the piece.</p> <p>CD of peaceful or stirring instrumental or orchestral music, e.g. Holst's <i>Planet Suite: Mars and Venus</i>, or Beethoven's <i>Fifth Symphony</i>.</p> <p>Online samples from sound tracks e.g. <a href="#">The Thieving Magpie (La Gazza Ladra): Overture Magpie): Overture</a> by Philharmonia Slavonica and Alberto Lizzio (Moriarty breaks into the Tower of London)</p> <p>Online tours of (famous) rooms, e.g. <a href="#">Exclusive 360° Panoramic Tour Around Sherlock's 221 Baker Street Set</a></p> <p><a href="#">The Palace of Versailles panorama / virtual tour gallery</a></p> <p><b>Furniture game</b> Learners in groups play the Furniture Game with famous people or those they know, i.e. they say what piece of furniture,</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>car, pet, colour, food, day of the week, etc. they think best represents that person, and why?</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Compare onscreen interpretations of characters/places/events with those in original text.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• create movement in descriptions through use of device</li> <li>• narrative in descriptions/description in narratives.</li> </ul>
AO2: W1–W5	Narrative writing	<p>1. Teacher introduces the resource sheet on narrative openings, and learners practise each type for a given title, e.g. first day at a new school, then feedback which they think works best.</p> <p>Resource sheet on first sentences of famous novels (compiled by teacher or available in coursebook).</p> <p><b>Extension activity:</b> Learners in pairs study a piece of narrative writing to identify and analyse the effect of the narrative devices, e.g. direct speech, change of pace, creation of atmosphere, tension, suspense, foreshadowing, repetition for effect, symbolism.</p> <p>Narrative passage, e.g. from <i>The Woman in Black</i> or <i>I'm the King of the Castle</i> by Susan Hill.</p> <p>2. Teacher elicits the purpose of using dialogue in narrative writing, linking to work on viewpoint and character, the best place to use it, the rules for its punctuation and layout, and the need to avoid repeating 'said'. Learners then replace dialogue punctuation, including indentation for new speaker, in a passage from which it has been removed.</p> <p>Dialogue from which punctuation, indentation and speech verbs have been removed.</p> <p><b>Extension activity:</b> Consider example(s) of learner responses to identify those which overuse dialogue/miss opportunities to use it/use it ineffectively. Suggest changes the writer could consider.</p> <p>3. Learners in pairs consider examples of less successful/secure narrative writing to identify the weaknesses and suggest improvements.</p> <p>For example, they consider stories written by younger learners (anonymous) in terms of their strengths and weaknesses. What advice would learners give the younger writers:</p> <ul style="list-style-type: none"> <li>• to improve the current draft?</li> <li>• before those learners attempt to write a narrative in a Cambridge IGCSE (9–1) examination?</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners plan a narrative composition based on the first sentence of a famous novel, using a storyboard.</p> <p>Use a model of a storyboard.</p> <p>Learners write and read out half-page stories to exemplify proverbs (e.g. a bird in the hand is worth two in the bush; look before you leap) which follow conventional narrative structure.</p> <p>Learners use online story starter to be given a random first sentence, main character, event, setting and key object on which to base a story.</p>
AO2: W1–W5	Openings	<p>Learners consider a range of openings to a number of texts of different types to identify how they are interesting their reader.</p> <p>Teacher explains how important openings are for all types of writing. Class discusses what makes an effective kind of opening for each of a range of text types and experiments with openings, adapting those in writing by others and creating/reworking their own.</p> <p>Openings from variety of texts including:</p> <ul style="list-style-type: none"> <li>• speech</li> <li>• magazine article</li> <li>• letter</li> <li>• journal</li> <li>• report</li> <li>• narratives</li> </ul> <p>Examples of learners' work e.g. anonymous examples from other classes.</p> <p><a href="#">David Lodge - The Art Of Fiction - Internet Archive</a></p> <p><a href="#">Back to Writing the Trilogy - Jonathan Stroud</a></p> <p><b>Analysing openings</b></p> <p>Learners consider a range of narrative openings aimed at the same readership to identify the hook in each case/how they are interesting the reader. With a list of these techniques, learners read openings from a wider range of contrasting narratives, e.g. from different time periods/genres and/or for different readers to find examples of the same technique used elsewhere/add new techniques not covered by original list.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Experiment with openings</b> Teacher introduces a resource sheet on narrative openings/learners consider advice from text books/online writers' forums and practise each type of opening for a given title, e.g. first day at a new school. Learners compare ideas and experiences and consider which they think works best.</p> <p><b>Reworking openings</b> Learners rank order openings to examples of narrative responses, e.g. examination answers, and offer feedback for an example they feel could be improved. (Differentiate by range of response offered.)</p> <p><b>Carry on listening</b> Given the same list of facts, learners prepare the opening 40 seconds only of a radio documentary describing an area/event/person of interest or a short story for radio. Groups agree the opening they would be most likely to continue listening to. In pairs/groups learners continue with the chosen opening to prepare the next 30–60 seconds of the speech and maintain the interest of listeners.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Read extracts from literary writing and criticism.</li> <li>• Research and report back what novelists/writers/websites say about openings to novels/short stories.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• consider the process of writing as described by famous authors.</li> </ul>
AO2: W1–W5		<p>Learners collect/consider last lines from narratives and categorise them, e.g. identifying those that are open and hint that the story will continue, e.g. with future generations; those leaving room for another story/adventure; those leaving the reader thinking, those which appear to have come full circle, etc. Class discuss limits and possibilities of endings, e.g. why first person narrators can't die, why clichéd/'Then I woke up' endings should be avoided, and why/how a circular structure which refers back to the opening can be effective in descriptions as well as narratives. Learners experiment with adapting the endings of narratives/descriptions written by others as well as crafting their own.</p> <p><b>Learning resources</b> Openings of texts are often available free online as tasters of the whole piece.</p> <p><b>Backwards planning</b> Learners write the possible last sentences for up to four different narrative/descriptive titles. Groups/pairs select the suggestion they think would be most interesting to try and plan out the route back through to where the narrative might</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>start, suggesting an opening sentence.</p> <p><b>Reverse planning</b> Learners experiment with reversing the first and last sentences/ending a paragraph earlier and reorganise the plan to take account of the change. Learners consider which version might be most effective and why/one learner in pair follows the first plan to write their response, the other the second. Learners compare versions.</p> <p><b>How did we get back there</b> Learners suggest/are given a possible opening line for a descriptive composition, e.g. <i>In the distance he saw the fairground/I stood in the middle of the fairground/The fairground was quiet.</i></p> <p>Learners plan a structure/route through the description to begin and end with the same line/almost the same line.</p> <p>(Note: The emphasis is finding ways to move the description on without relying on narrative events, e.g. moving the observer towards the fairground through the middle of it and out the other side. This might mean ending with a slight change to the beginning, e.g. <i>Looking back, he saw the fairground in the distance.</i> Another possibility might be keeping the observer still as time passes and/or the scene changes around them, e.g. the fairground packing away or the same spot the next day contrasted with the excitement of the fairground there the night before, etc.)</p> <p><b>Rework the ending</b> Learners in pairs work on examples of compositions with weak endings to identify the weaknesses and suggest improvements.</p> <p><a href="#"><u>5 Unforgettable Ways To End Your Book; And 1 You Should ...</u></a></p> <p><a href="#"><u>How to End the Story - Scottish Book Trust</u></a></p> <p><b>Carry on writing</b> Given openings/early sections of narratives, learners continue to the end of the chapter/resolve (write in pairs and compare outcomes). Texts are often available free online as tasters of the whole piece.</p> <p><b>Change the ending</b> Learners discuss in groups ways to change the ending, e.g. fairy tales/happy endings/alternate endings/rewrite the ending of a (studied) text to how they think it should/could end.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Watch/research online advice for ending stories and experimenting with established endings to see how these ideas might work.</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• End the story at an earlier point in the narrative.</li> </ul> <p><b>Feedback and further discussion:</b></p> <ul style="list-style-type: none"> <li>• alternative endings for the same story, e.g. endings changed in films</li> <li>• end dual perspective narratives.</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## 10: Planning, drafting, editing and checking

Syllabus ref.	Learning objectives	Suggested teaching activities
AO1: R1–R5	Annotate stimulus material	<p>Learners consider the way in which they annotate texts during study and compare the approach for examinations. They consider how to identify key words in questions and practise annotating a stimulus or source text prior to transferring ideas and facts to use in a written/spoken piece.</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• source and stimulus texts for annotation practice</li> <li>• models of high quality writing in various relevant genres</li> <li>• texts for literary study.</li> </ul> <p><a href="#">Highlighting and annotating - The Open University</a></p> <p><b>Underlining explicit ideas</b> Individually learners underline in pencil the explicit points made in an article, then pass their underlining to a partner who checks if they noticed anything else and circles points they think were missed.</p> <p>Annotated texts are then considered in groups and callouts (speech bubbles) added in pencil where there are implied points or suggestions.</p> <p>An envoy is sent from each group to share and compare their findings with another group and then return with comments and suggestions.</p> <p>Learners decide which material would be useful to answer the question and in which order, creating a flow diagram of a model answer for discussion in class.</p> <p><b>Narrowing down</b> Learners underline sections of text they feel might be useful in an answer, and then in pairs erase their pencil underlining to leave only the exact material to be used. In the left hand margin they then make a note to explain what the evidence is and in the right how/where to use it in the answer. Pairs combine into groups to compare the evidence they have selected and the material rejected as less important. Strategies are discussed for identifying key material.</p> <p><b>Identifying features of text models</b> Learners identify, with marginal annotation on a copy/transcript, the aspects of structure and expression which make the model effective and use these annotations to shape and plan their own response in the same form/style.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Review answers from learners, class/group annotates the original text to identify only the evidence used in answers and consider what else was missed or might have been used.</li> <li>Remove from an electronic version of the text in Word anything which cannot be used in a particular answer. Using the review function, learners then add notes to explain how remaining excerpts, word or phrases are relevant to the answer ahead of explaining their ideas to class.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>consider answers where there is a lack of focus on the text and/or task</li> <li>overload the text with notes</li> <li>identify evidence as opposed to copying from the text.</li> </ul>
AO2: W1 W2	Creating a plan	<p>Learners experiment with different approaches to planning to consider the strengths and weaknesses of responses generated by each approach.</p> <p><b>To plan or not to plan</b> Learners research/teacher demonstrates different planning models, e.g. mind maps, paragraph headings, topic sentences, brainstorming, and class explores different approaches in terms of their suitability for different types of writing, e.g. two columns of opposing points for argumentative response, time-line or structural diagrams for narrative.</p> <p>Learners in one group (group A) are given one planning model to use for a given task/title, and told to go straight in to writing for another with no planning. Learners in another group (B) are given the same titles but with the no model/planning model the other way round.</p> <p>Learners from groups A and B combine into pairs/groups to compare the responses to the same title written with different levels of planning. Groups/class should consider strengths and weaknesses of responses generated by each approach. (Adapted marking criteria for writing from the relevant section of Paper 3 can be used to inform discussion.)</p> <p>Use examples of different kinds of plans for different types of writing (Note: Inspiration software can be used for this).</p> <p>Simple outline plans for the three main writing genres.</p> <p><b>Organising ideas and information</b> Learners are given one piece of useful evidence from/about a text and make annotations on the original to note how that relates to the rest of the text and the required answer. Each learner then presents to their group their evidence and suggests how they think it might be used in the answer. The group decides on how the evidence should be organised – in which order – and considers how to link ideas logically. In turn, groups present their evidence – each learner offering</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>their section and linking in to what has gone before and what comes after. The class discuss and agree a plan for the whole answer, and then learners write their response.</p> <p>Use texts previously annotated by learners.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Learners work backwards from an example of a successful directed writing response or composition to identify likely planning decisions.</li> <li>• Groups plan part of an answer and combine/form new groups to review/plan the whole.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• consideration of advice offered in PERTs for composition tasks</li> <li>• use a plan created by another learner to evaluate its effectiveness and suggest improvements.</li> </ul>
AO2: W1–W5 AO1: R4	Drafting responses and writers' decisions	<p>Learners consider the role of drafting in refining their responses and developing their skills as writers.</p> <p><a href="#">A farewell to alternative endings for novels - The Guardian</a></p> <p>Film version where the original ending of the novel/story has been altered.</p> <p><a href="#">Images for jk rowling draft</a></p> <p><b>Why and when do we draft</b> Learners research how well-known writers approach the issue of drafting their work/teacher explains the process and aspects of turning a plan into a draft: development of ideas, addition of supporting detail, writing in continuous prose, paragraph usage, linking of paragraphs, suitably effective openings and endings.</p> <p><b>Using mark schemes to inform drafts</b> Learners refer to mark schemes for writing, to devise success criteria and checklists for reference when writing/reworking a draft.</p> <p><b>Peer evaluation</b> Learners review examples of their own work and others to make suggestions for redrafting with a specific focus in mind, e.g. a change of perspective in narrative/adding clues to foreshadow the ending. In pairs, learners consider the suggestions and redraft part or all of the response – keeping the original and comparing the responses.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Write commentaries to accompany redrafts of responses to suggest/explain why changes were made and their intended effect on the reader. Drafts are shared with commentaries and discussed in workshop groups ahead of final drafts being produced for display.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>consider different versions of published work, e.g. poems, alternative endings to novels</li> <li>explore and analyse early notes and drafts from published writers</li> <li>write in timed conditions.</li> </ul>
AO2: W1–W5 AO1: R3 R)	Reviewing answers	<p>Learners identify ways in which they might improve answers produced in timed conditions.</p> <p><b>Produce a class guide</b> ‘Tips for your examination’ (possibly after mocks) Learners experiment with high/mid/low range answers, working in groups following advice to see which tips are most effective for which kind of response/level of answer.</p> <p>Use Principal Examiner Reports/revision websites/drafts and responses previously submitted by learners.</p> <p>Use copies of sample answers containing various types of error, and weakness of content and expression.</p> <p><b>Tips</b> Skim-read for repeated vocabulary/sentence structure/punctuation, and consider intended effect. Edit if required. Ask how or why of answers explaining meaning/effect and add in explanation where required. Check the number of marks for short questions against ideas/explanations in answer and add to answer if required.</p> <p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>Produce an individual checklist. Learners use the guide and model answers discussed to consider their own responses and highlight specific advice relevant to them.</li> </ul> <p><b>Further discussion and feedback:</b></p> <ul style="list-style-type: none"> <li>organisation of time in examinations</li> <li>plan, write, edit and correct (reading what, when and why).</li> </ul>
AO2: W1–W5	Checking, changing and correcting	<p>Learners consider the effect of not checking, changing and correcting responses written in the exam.</p> <p>Use highlights from previous 0522 Examiner reports, from Teacher Support <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>, which</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>recommends the checking of exam answers.</p> <p>Use copies of exemplar pieces of learner writing in the middle band range.</p> <p><b>Proofreading</b> Learners in pairs read through a piece of writing where accuracy is an issue, and annotate errors in pencil according to relevant, agreed criteria: circle errors; use omission marks to signify points which need extension, e.g. because they read as a list; put brackets around material which drifts, repeats or is otherwise irrelevant; identify expressions or vocabulary to refine. Use the relevant section of mark scheme and learners consider the likely mark.</p> <p><b>Correcting 50%</b> Learners consider the annotations to correct a given percentage of errors, e.g. correcting 25/50/75% of the errors in the piece of writing/using asterisks to add relevant material, and deleting unnecessary material. The corrected versions are discussed in group in terms of the likely mark difference in each case.</p> <p><b>Model answer</b> Learners are all given the same piece of exemplar writing by a previous learner, to correct and improve in every possible way, making a note of any changes they make and why. Class shares and discusses the suggested changes.</p>
AO2: W1–W5 AO1: R1–R5	Reflecting on feedback, experience and setting targets	<p>Learners identify typical errors/challenges in timed conditions and review their own work/that of others to highlight targets for improvement.</p> <p>Use an exemplar text with areas of weakness indicated.</p> <p>Highlights from examiner reports commenting on qualities of good and weak expression in Papers 3 and 4. <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>'How to...' slide shows</b> Learners in pairs present a three-minute explanation of a typical error/challenge using a short extract from their own practice pieces to illustrate and offer advice on how to deal with/avoid such difficulties.</p> <p><b>Interview learners</b> Learners interview older learners to find out the challenges/mistakes they suggest might need addressing for success in examinations based on their own experiences/that of others around them. Learners visit the class below them to offer advice and answer questions (based on their findings and their own observations) to learners just starting/about to start their Cambridge IGCSE (9–1) course.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><b>Extension activities:</b></p> <ul style="list-style-type: none"> <li>• Discuss individual targets for improvement with the teacher.</li> <li>• Mnemonic(s) to help remember key targets/focus.</li> </ul> <p><b>Further feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• prepare for the examination and use of revision time.</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

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